

Faculty of Health, Department of Psychology
PSYC 4020 3.0 Section A: Seminar in Social Psychology (Fall, 2023)
Tuesdays, 8:30am – 11:30am, DB (Victor Phillip Dahdaleh Building) Room 0004

The purpose of this course is to introduce students to the role of emotions in shaping how people think and behave in social situations. Students will learn how affective science (the empirical study of emotion) is a critical piece of the puzzle when understanding social psychological phenomena (e.g., What is the meaning of a smile? Do we do good when we feel good?)

Classes will take place in person, every Tuesday at 8:30am, in DB Room 0004. This fourth-year seminar module would involve reading scientific journal articles in preparation for each class, student-led teaching (moderated by the instructor), and in-depth discussions during class time. Attendance is mandatory and forms a graded component of the course (further details below).

Instructor Information

Instructor: Kunalan Manokara, PhD MPhil MSc (he / him)

Office Hours: Appointments can be made via email

Email: manokara@yorku.ca

Emailing Etiquette

When writing emails to professors and others within an academic setting, please remember that there are general norms for how to write them appropriately. Your email correspondence can leave a lasting impression at times, so it is important to keep in mind these tips for emailing etiquette:

- Check course materials, including the syllabus, to see if the information you need is there.
- Try to avoid overly informal language and be professional in your communication.
- Think carefully about your question first, and then explain it clearly and succinctly.
- Do your best to email well ahead of time when you need an answer.

Specific Emailing Instructions

In your emails to the instructor, please follow these guidelines.

- a) Include PSYC 4020A in the subject line
- b) Provide your full name, student number, course, section, and year
- c) Provide context about the subject matter, and keep messages short and to the point
- d) Include the email chain in your response
- e) Please note that it may take up to 3 *working days* for you to receive a reply

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

HH/PSYC 1010 6.00 (Introduction to Psychology)

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 (excluding (EDUC) education courses)

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

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. Communication from the course instructor to students will take place via eClass's course announcements.

Note: Please do not send the instructor messages through the chat on eClass.

Course Description

The primary goal of this course is to provide students with an understanding of how emotions relate to, influence, and shape social psychological phenomena. Topics include emotion norms, the science of smiling, and the cultural psychology of emotion (see attached schedule at the end of this document).

Program Learning Outcomes

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

1. Demonstrate in-depth knowledge about the role of emotions in social psychology.
2. Locate and read scientific journal articles in the social psychology of emotion.
3. Understand and evaluate trends and debates in the social psychology of emotion.
4. Engage in evidence-based discussions with their peers (and instructor).
5. Effectively communicate their research ideas, both verbally and in writing.

Specific Learning Objectives

- Demonstrate an understanding of how affective science relates to social psychology.
- Gain experience in the literature review process (searching for and synthesizing papers).
- Evaluate the efficacy of research methods, and thereafter apply these tools appropriately.
- Learning to work in a team to effectively deliver good quality science communication.

Required Readings

There is ***no assigned textbook*** for this course. Students will instead be required to read scientific articles that have been published in the key journals of affective science (e.g., *Emotion*) and social psychology (e.g., *Journal of Personality and Social Psychology*). Apart from empirical research, they will also be assigned to read theory papers (e.g., book chapters from handbooks in psychology). On average, students should expect to read ***two to three papers per week***. A full reading list, and instructions on how to obtain these papers, will be made available on eClass.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Class Participation	Weekly	20%
Opinion Articles (x3)	13 days after topic is posted on eClass	15%
Research Proposal Pitch	October 31, 2023	15%
Written Grant Proposal	December 12, 2023	25%
Discussion Leading (Group)	Assigned Week, see Schedule	25%
Total		100%

Description of Assessments (see also “*Missed Class and Late Assignments*” below)

Class Participation

In-class participation is a central component of this seminar class. Students will be learning from one another, through discussions, debate, and respectful disagreement. Members of the seminar are hence expected to come to class fully prepared. Attendance alone is thus insufficient for full credit. Effective class participation includes: (1) completing all assigned readings before the class, (2) providing informed opinions about course content during the class, (3) actively engaging in discussions and debate during class, while being respectful of others’ opinions.

Opinion Articles

Students will complete **three opinion articles** in this course.

At the end of a lecture where an opinion article is scheduled, the discussion question will be made available on eClass (e.g., Discussion Question #1 is scheduled in Week 4, October 3). Each discussion question will be based on the ***content that is covered in the two weeks prior*** (e.g., Discussion Question #1 relates to Emotions in Context, ***and*** Emotion Regulation). Students will be required to respond to the discussion question by writing an opinion article (**250 – 300 words**) that they will post on eClass. Note that **word limits will be strictly enforced**: only the first 300 words of the opinion article will be graded.

Opinion articles are **due 13 days after the discussion question is posted** on eClass (e.g., Opinion Article #1 is due at 11.59pm on October 16). Each article will be graded on a scale from **0 marks** (if no response is provided) **to 5 marks** (deep engagement with course material).

There will be four opportunities to submit opinion articles, of which students only need to **choose three**. If all four discussion questions are attempted, then the highest scoring three will be used to compute their total mark for this course component (15% overall). More information about the content, format, and grading will be provided in the seminars leading up to each opinion article.

Opinion Article Due Dates (also see Course Outline at the end of this document):

Opinion Article #1 (Emotions in Context & Emotion Regulation): October 16, 11.59pm

Opinion Article #2 (Positive Emotions & Science of Smiling): November 6, 11.59pm

Opinion Article #3 (Emotion: Social Perception & Culture): November 27, 11.59pm

Opinion Article #4 (Emotion: Intergroup & Prosocial Tendencies): December 18, 11.59pm

Research Proposal Pitch

Each student will be required to present a 5-minute pitch of their proposed research. The purpose of this exercise is for students to succinctly convey the aims of their research in a non-technical manner, such that lay listeners (e.g., from funding agencies) would be interested in their work. Their pitch should be based on one of the topics in the syllabus. They must confirm their research proposal idea with the instructor *at least one week before* they present their pitch. Note that students will be required to present their pitch during class time on ***Week 8: October 31***.

Presentations will involve the use of PowerPoint and must include the following components: (1) description of the problem that is being addressed, (2) clear research question, (3) summary of the relevant literature building towards their prediction, (4) research method and analytic strategy, (5) intended outcomes and implications of their research. Note that PowerPoint slides must be uploaded onto eClass at least 24 hours before the presentation. More information about the format and grading will be provided in the seminars leading up to the pitch session.

Written Grant Proposal

Each student will submit an 8-to-10-page grant proposal (double-spaced, APA Style 7th Edition) as a Word document to eClass. This page limit excludes the title page, abstract, references, and budgeting estimates. The purpose of this exercise is for students to elaborate on their research idea, incorporate feedback that they would have received from the instructor (e.g., when they pitched their idea), and thereby convince the reader that their work should receive funding. **Note:** page limits will be enforced.

The grant proposal should contain the following sections: (1) title page and abstract, (2) a substantive introduction (e.g., literature review, research question, and predictions), (3) detailed methods and research strategy (e.g., participants, design, materials, procedures, potential statistical analyses), (4) a brief but impactful discussion regarding the implications of their proposed research, (5) references, (6) budgeting estimates that should realistically reflect the size and scope of their proposal. The grant proposal should be submitted to eClass by ***December 12, 11.59pm***.

Discussion Leading (Group)

Students will be assigned to groups of three to five (group compositions will be posted on eClass). During Week 1, groups will have the chance to pick their preferred topic (and related week) to lead. The goal of this exercise is for students to improve their science communication skills, gain experience with facilitating discussions, and learn how to engage in respectful critique of scientific ideas.

Discussion leading will be done as a group, and would involve six key responsibilities: (1) reading two additional papers in preparation for leading the class, (2) introducing the week's topic through simple examples, (3) briefly summarizing the week's additional readings as a PowerPoint presentation, (4) creating discussion questions for the class to engage with, by incorporating all readings for the week (5) designing an activity that is based on the empirical methods used, (6) organizing the order of events for the class and keeping track of time. Note that groups are required to discuss their class outline with the instructor (e.g., order of events, exact activity) *at least four days before* their scheduled seminar.

Please keep in mind that discussion leading involves providing structure and direction for the class. High quality discussion leading typically includes the following components: (a) framing the readings around the broader theoretical questions in the field rather than merely summarizing, (b) critically evaluating the strengths and weaknesses of the assigned content in a rational manner, (c) reflecting on the implications of the research for science and society, (d) empowering others to engage in discussion while keeping the class on schedule. More information about grading will be provided during Week 1.

Class Format and Attendance Policy

Attending seminars is **essential**. Students are required to read the assigned course content prior to attending class and will need to actively engage in discussions during class. Each seminar will also include additional content that goes beyond assigned readings for that week.

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 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2023-24](#)

Missed Class / Late Assignments

Class Participation (20%). As mentioned above, class participation forms a core component of this seminar module. Hence, students who miss a seminar class due to a valid reason (e.g., illness, compassionate grounds) may request accommodation by emailing the instructor as soon as it is viable to do so.

Opinion Articles (15%). All opinion articles have a 12-hour grace period (self-granted extensions) where students can submit after the deadline at no penalty (submit by Tuesday at 11:59am with no penalty). Assignments submitted beyond this 12-hour grace period will receive a 5% penalty per hour, up to a total of 12-hours (60% penalty), after which no assignment will be accepted (from 12.01am on Wednesday). In summary, if a student submits their opinion article **any later than the Tuesday it was meant to be due**, that article will receive a grade of 0.

Given that students have the option of choosing 3 out of 4 questions, there will be **no make-up opportunity** for this course component.

Research Proposal Pitch (15%). If students miss this component of the course, they **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID19, 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 assignment. In addition to completing the above form, **please also contact your instructor within 48 hours of missing the assignment.**

There is **only one opportunity** to make-up for this missed assignment. Students will be required to pitch their research proposals during class time on ***Week 11, November 21.***

Written Grant Proposal (25%). Grant proposals have a 24-hour grace period (self-granted extensions) where students can submit after the deadline at no penalty (submit by December 13 at 11:59pm with no penalty). Assignments submitted beyond this 24-hour grace period will receive a 3% penalty per hour, up to a total of 24-hours (72% penalty), after which no assignment will be accepted (from 12.01am on December 15). In summary, if a student submits their grant proposal **any later than December 14**, that proposal will receive a grade of 0.

Given the centrality of this course component for both teaching and learning, there will be **no make-up opportunity** for missing this assignment.

Discussion Leading (25%). If students miss this component of the course, they **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID19, 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 assignment. In addition to completing the above form, **please also contact your instructor within 48 hours of missing the assignment.**

Given the nature of this course component (e.g., group work that is critical for other students attending the seminar as well), there will be **no make-up opportunity** for missing this part. If a student does not attend class on the day their group is leading the seminar, it is their responsibility to contact the instructor about the possibility of an alternative assessment.

Notes. (1) Assessment components are not interchangeable, meaning that discussion leading cannot be replaced with an opinion article, or vice versa. (2) Instructor-granted extensions are only considered after all grace periods are used and only given in exceptional circumstances – should you think you have such a circumstance please email the instructor as soon as possible to discuss.

Add / Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

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.

Electronic Device Policy

Electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes only. Electronic mobile devices of any kind are not allowed during a test. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Information on Plagiarism Detection

Turnitin software will be used to detect plagiarism for electronically submitted assignments.

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](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

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 the course instructor 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](#).

Calumet and Stong Colleges’ Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.

- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and welltrained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).

Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.

Course Materials Copyright Information

These course materials are designed for use as part of the course PSYC 4020 A: Seminar in Social Psychology 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](#).

Course Schedule for PSYC4020A Seminar in Social Psychology (Subject to Changes)

Week	Date	Topic Covered	Discussion Leader	Notes and Reminders
1	Sep 12	Course Overview and Admin, Emotion Theories	Instructor	
2	Sep 19	Emotion Methods: Experience, Expressions, and Physiology	Instructor	
3	Sep 26	Emotions in Context	Group A	
4	Oct 3	Emotion Regulation	Group B	Discussion Question #1 available on eClass
5	Oct 10	Reading Week: No Lecture	---	
6	Oct 17	Positive Emotion(s) and Well-being	Group C	Opinion Article #1 due on Oct 16 at 11.59pm
7	Oct 24	The Science of Smiling	Group D	Discussion Question #2 available on eClass
8	Oct 31	Research Proposal Pitch Session	---	15% of Overall Grade

9	Nov 7	Emotions and Social Perception	Group E	Opinion Article #2 due on Nov 6 at 11.59pm
10	Nov 14	Emotions across Cultures	Group F	Discussion Question #3 available on eClass
11	Nov 21	Emotion Norms	Instructor	
12	Nov 28	Emotions and Intergroup Relations	Group G	Opinion Article #3 due on Nov 27 at 11.59pm
13	Dec 5	Emotions and Prosocial Tendencies	Group H	Discussion Question #4 available on eClass
	Dec 12	Written Grant Proposal Due		25% of Overall Grade Due on Dec 12 at 11.59pm
				Opinion Article #4 due on Dec 18 at 11.59pm