

**Faculty of Health
Department of Psychology
PSYC 4020 6.0B: SEMINAR IN SOCIAL PSYCHOLOGY
Fall 2019
Wednesday 2:30-5:30
Vainer College 119**

Instructor

Dr. Emily Cross

Office Hours: **Wednesday 1:30-2:30 or by appointment.**

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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 (excluding (EDUC) education courses)

Course Credit Exclusions

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

Course Description

This seminar focuses on interpersonal relationships, with a particular emphasis on romantic relationships. Topics include attachment theory, support, communication, gratitude, sacrifice etc. The course is designed to equip students with the skills to critically evaluate social psychology research, and learn how to convey academic knowledge in an appropriate way (via oral presentations and written work). Students are encouraged to focus on topics that interest them for their research reports (and there is some flexibility with this). Through active involvement with readings, discussions, and presentations, we will examine this exciting and growing area of research. The value of a seminar is a function of the quality of individual contributions to each meeting. I provide a basic structure for our meetings, but beyond that, the seminar will succeed on the strengths of our joint individual efforts. Each person is responsible for the quality of this seminar experience. Accordingly, ***active participation by everyone is essential.***

Program Learning Outcomes

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

1. Demonstrate in-depth knowledge in social psychology.
2. Critically evaluate, synthesize and resolve conflicting results in social psychology.
3. Articulate trends in social psychology.
4. Locate research articles and show critical thinking about research findings in psychology.
5. Express knowledge of social psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.

Specific Learning Outcomes

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

1. Discuss theory and research critically and analytically.
2. Communicate your knowledge in a concise, informative and interesting manner.
3. Actively participate in your own learning and the learning of others.
4. Be responsive to questions and criticisms regarding your own work and ideas.
5. Apply research and theory in social psychology to understanding how to improve social wellbeing.

Class Design

Each class involves weekly class discussions based on weekly readings (see Reading List below). Each class will involve class discussions about recent theoretical perspectives and empirical findings on a specific topic in the study of interpersonal relationships.

Course Evaluation

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Class Participation	During all lectures	25%
Seminar Presentation	Dates to be assigned	15%
Seminar Facilitation	Dates to be assigned	15%
Presentation of Research Evaluation	Dates to be assigned	15%
Final Research Evaluation	5 December, 2019	30%
Total		100%

1. **Class Participation (25%).** As a seminar class, attendance is expected, and ***your participation is essential. Attendance only is insufficient for full credit.*** I hope you will be insightful, integrative, and encouraging of your classmates. Aim for demonstrating integration and critical thinking about issues raised in the readings and by your classmates. Effective class participation may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. Evaluation for this part of the course will be based on both quantity and quality of involvement, with “quality” referring to making comments that link different readings together (maybe across topics) to make a novel point, providing an interesting or “on-point” example, raising a topic that inspires the class to think about the topic in a new way etc..

2. **Seminar Facilitation (30% Total).** Each week, in pairs two of you will present the assigned readings and lead the class discussion. You will choose one of the assigned readings and present it in a brief presentation, and then you will facilitate a discussion. Evaluation for this part of the course is based on two parts:
 - a. **Presentation of article (15%):** Using appropriate media (e.g., PowerPoint, Keynote), each seminar participant will prepare and present one of the articles assigned for that week. This is a means of learning an important skill: how to present an empirical paper in a limited amount of time. In 15-20 minutes (no more!), you will summarize the (a) theory and hypotheses, (b) method, (c) results, and (d) broader relevance of an article. The timing on these presentations is important. Giving an informative and clean 15-20 minute presentation is an important skill that is applicable to many working settings.

 - b. **Facilitation of discussion (15%):** Seminar facilitators will be responsible for leading our discussion of the assigned readings each week. The facilitators are expected to read all the readings assigned for that week and will pose questions and facilitate discussion. To aid in this process, discussant leaders are to prepare, in advance, 6 to 8 discussion questions that will be used to direct our group discussion. But, also feel free to pick up on themes/ideas that come up in the discussion or pose additional questions or issues that come up during the seminar. Lead discussants are free to structure their questions as they like (i.e. questioning theories, hypotheses, methods, results, broader meanings of the readings, etc.). ***Depending on how distinct the readings are I will (a) choose people to facilitate discussions for each presentation of each article or (b) we will run with all facilitators facilitating discussion across all presentations. Therefore, you are to have read and be prepared to discuss all papers for that week.***

3. **Research Evaluation Report (45% Total).** One of the key aims of this course is to help you develop your academic writing and presentation skills. This research report is divided into 2 parts: (a) an oral presentation of your proposal/research evaluations, and (b) a written research report. I want this research report to be

something you enjoy doing – so choose a topic that is focused around social relationships that interests you!

- a. **Presentation of Research Evaluation Report (15%)**. You will present your research evaluation report to the class, and as a class we will discuss this content. Take advantage of this opportunity to get feedback from your peers and to gain new insights and ideas.
- b. **Research Evaluation Report (30%)**. Max 3500 words (not including references). You will prepare a research evaluation or proposal based on any topic on close relationships (which you will have discussed with me ahead of time). The paper is due to me via email on 5th December by 5pm.

See “Course Assessments” document for assessment details.

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 2019-20](#)

Missed Class: Students who missed a class or assignment due to a documented reason, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>), may request accommodation by emailing me as soon as you are safely able to do so. Because of the nature of the discussion questions and presentations, there will be no make-ups for late discussion questions or discussion presentations. If you miss attendance of class that day, it is your responsibility to contact me about the possibility of an alternative assignment. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Late work.

It is important to turn in your assignments on time, you should plan to submit your assignments with enough time before a given deadline to account for possible technical difficulties, travel plans, etc. Remember that you can always submit assignments early. For the final research paper, there will be a 10% deduction from your grade per 24 hours or portion thereof past the deadline.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

***Note:** *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

It is expected that you are attentive and respectful during class, which means not using your phone or looking at things unrelated to class on your laptop. The use of laptops is permitted only for taking notes and referring to assigned readings during class discussion.

Attendance Policy

Attendance for this seminar course is mandatory. If students have a valid health related reason for not being able to attend this class they should email Emily directly.

Information on Plagiarism Detection

"Turn-it-in" software will be used to detect possible plagiarism in assignments. While students are not required to submit to Turn-it-in if I am concerned about any plagiarism issues I will use the software.

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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

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: 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.](#)

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4020 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.](#)

Emailing Etiquette

When writing emails 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. I expect students to have read all course related material and information before emailing me. I only respond to emails between the hours of 8-6pm Monday-Friday, please expect a response within 48 hours during these times.

Course Schedule

Please note that the course schedule/readings may change according to class needs. Please stay up to date with course announcements in class, email, and the course website.

Week	Date	Topic	Assessments	Presenters	Facilitators
1	04/Sept	Introduction		TBD"	TBD"
2	11/ Sept	The Benefits (and Costs) of Intimate Relationships	Presentation of article & Discussion Facilitator		
3	18/ Sept	Attachment Security	Presentation of article & Discussion Facilitator		
4	25/ Sept	How to best Support?	Presentation of article & Discussion Facilitator		
5	02/Oct	How to best Communicate?	Presentation of article & Discussion Facilitator		
6.	10/Oct	Biases in Relationships	Presentation of article & Discussion Facilitator		
Reading Week					
7	23/ Oct	Mini Conference at York			
8	30/Oct	Student Presentations	Research Presentations		
9	6/ Nov	Student Presentations	Research Presentations		
10	13/ Nov	Student Presentations	Research Presentations		
11	20/ Nov	Student Presentations	Research Presentations		
12	27/ Nov	Student Presentations	Research Presentations		

NOTE: We will organise time slots in the first class. Students are to discuss their topic for their research presentations/reports with me before they present their work (this is likely to be done at the end of class or in office hours).

Week 1: Introduction, Course Outline, Organising

No readings required this week. Please bring a personal computer or USB flash drive to directly access resources.

This class will involve introductions, outlining the course, choosing course work/presentation time slots.

Week 2: The Benefits and Costs of Close Relationships

Readings

Umberson, D., & Karas Montez, J. (2010). Social relationships and health: A flashpoint for health policy. *Journal of health and social behavior*, 51, S54-S66.

Amato, P.R. (2000). The consequences of divorce for adults and children. *Journal of Marriage and Family*, 62, 1269-1288.

Girme, Y. U., Overall, N. C., Faingataa, S., & Sibley, C. G. (2015). Happily Single: The Link between Relationship Status and Wellbeing Depends on Avoidance and Approach Social Goals. *Social Personality and Psychological Science*, 7, 122- 130.

Week 3: Attachment Security, Interpersonal Functioning, and Wellbeing

Readings

Collins, N. L., & Feeney, B. C. (2004). An attachment theory perspective on closeness and intimacy. *Handbook of closeness and intimacy*, 163-187.

Simpson, J. A. (1990). Influence of attachment styles on romantic relationships. *Journal of Personality and Social Psychology*, 59, 971-980.

Overall, N. C., & Simpson, J. A. (2015). Attachment and dyadic regulation processes. *Current Opinion in Psychology*, 1, 61-66. **AND** Simpson, J.A., & Overall, N.C. (2014). Partner buffering of attachment insecurity. *Current Directions in Psychological Science*, 23, 54-59.

Week 4: Support Provision in Close Relationships

Readings

Girme, Y.U., Overall, N.C., & Simpson, J.A. (2013). When visibility matters: Short versus long term benefits of visible and invisible support. *Personality and Social Psychology Bulletin*, 39, 1441-1451.

Howland, M., & Simpson, J. A. (2010). Getting in under the radar: A dyadic view of invisible support. *Psychological Science, 21*, 1878-1885.

Gable, S. L., Gonzaga, G. C., & Strachman, A. (2006). Will you be there for me when things go right? Supportive responses to positive event disclosures. *Journal of personality and social psychology, 91*, 904-917.

Week 5: Communication and Conflict Management in Intimate Relationships

Readings

Overall, N. C., Fletcher, G. J. O., Simpson, J. A., & Sibley, C. G. (2009). Regulating partners in intimate relationships: The costs and benefits of different communication strategies. *Journal of Personality and Social Psychology, 96*, 620-639.

Overall, N. C., Sibley, C. G., & Travaglia, L. K. (2010). Loyal but ignored: The benefits and costs of constructive communication behavior. *Personal Relationships, 17*, 127-148.

Overall, N. C. (2018). Does Partners' Negative-Direct Communication During Conflict Help Sustain Perceived Commitment and Relationship Quality Across Time?. *Social Psychological and Personality Science, 9*(4), 481-492.

Week 6: Biases in Intimate Relationships

Readings

Gagné, F. M., & Lydon, J. E. (2004). Bias and accuracy in close relationships: An integrative review. *Personality and Social Psychology Review, 8*, 322-338.

Lemay Jr, E. P., Clark, M. S., & Feeney, B. C. (2007). Projection of responsiveness to needs and the construction of satisfying communal relationships. *Journal of personality and social psychology, 92*(5), 834.

Overall, N. C., Fletcher, G. J., Simpson, J. A., & Fillo, J. (2015). Attachment insecurity, biased perceptions of romantic partners' negative emotions, and hostile relationship behavior. *Journal of Personality and Social Psychology, 108*(5), 730-749.

Week 7: Relationship Conference at York!

This week we have several academics from York University and University of Toronto presenting their latest research. This is a great opportunity to engage with academics. As always you will be expected to engage with our speakers and ask questions. This may also help you garner ideas for your research proposal. Sit back and enjoy the wonderful work on offer!

Note: The last 20-30 minutes will be a time where you can ask our guests about their post-graduate experiences and the world of academia.

Weeks 8-12: Research Proposal Presentations and Writing Workshops Tips

- Each class 5-7 students will present their research proposal presentations (15-minute presentation, 5-10-minute class discussion).
- The last part of the class I will discuss research and writing tips for your research reports.