

Syllabus

2020-2021 Fall/Winter Term/ Section A
DATES: September 09-December 22, 2020
TIME: 8:30 -11:30 am Thursday
Online zoom seminars

Instructor



Ward Struthers

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Office Hour: 10:30 am Thursday or by appointment (email is the best way to contact me)

Reading

A reading list of theoretical and empirical articles will be provided at the end of this syllabus

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 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 APA style.

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.
6. Engage in evidence-based dialogue with course director and peers.
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 (15% total); presentation of an assigned article (15% 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 points for their participation in seminars for a total of 15%. You will earn points for showing up on time and staying until the end of each seminar. You will also earn points by verbally participating in discussing the material, asking questions, and answering questions. You cannot earn participation marks if you do not attend class, show up late, or leave early. Also, you must be prepared to discuss the readings and course material each seminar to earn participation grades. **(15% 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 *insights*, the **second student** will summarize the *strengths* and *weaknesses* of the reading (i.e., theories, ideas, research method and findings, conclusions, etc.). Each student will have **10 minutes** to make their case. After each student has made his or her 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 10 minutes allotted for discussion after each presenter. At the end of the class, I will raise my issues and provide a summary of the material from each week. **(15% of final course grade);**

Research Proposal Presentation: Each student will make a **15 minute presentation** (synchronously and by sharing your screen and powerpoint slides) of a research proposal based on a topic relevant to social motivation. 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), participants, procedures, and proposed statistical analysis. 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. **(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)**, proposal to my email (struther@yorku.ca) as a word document. The **written proposal will involve the following sections:** Title page, Introduction (e.g., literature review, statement of the issue, statement of the purpose of the research question, theoretical framework, hypotheses), methods (e.g., participants, design, materials, procedures, 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.**

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test such as the presentation of an article or research proposal because of illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

For any missed tests, midterm exam or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[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 tests, midterm exam or late assignments.

In addition, to the online form, students' documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., MUST submit official documentation (e.g. [Attending Physician Statement](#))

It's 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 2020-21](#))

Attendance

For several reasons, it is important that you attend all of the lectures. First, you will receive a great deal of important information in each lecture. 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](http://www.yorku.ca/secretariat/senate%20main%20pages/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.

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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 2020-21 Important Dates](#)

	<u>FALL</u> <u>(F)</u>	<u>YEAR</u> <u>(Y)</u>	<u>WINTER</u> <u>(W)</u>
<u>Last date to add a course without permission of instructor (also see Financial Deadlines)</u>	<u>Sept. 22</u>	<u>Sept. 22</u>	<u>Jan. 25</u>
<u>Last date to add a course with permission of instructor (also see Financial Deadlines)</u>	<u>Oct. 6</u>	<u>Oct. 27</u>	<u>Feb. 8</u>
<u>Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)</u>	<u>Nov. 6</u>	<u>Feb. 5</u>	<u>March 12</u>
<u>Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)</u>	<u>Nov. 7 - Dec. 8</u>	<u>Feb. 6 - Apr. 12</u>	<u>March 13 - Apr. 12</u>

***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.*

Course Schedule

Date	Seminar Topic	Articles
15/09/20	Introduction to the course and reading assignments	See welcome video
22/09/20	Transgressions and social pain	See weekly readings 1-3
29/09/20	Social motivation	See weekly readings 4-6
06/10/20	Forgiveness and apology	See weekly readings 7-9
13/10/20	Fall Reading Week	NA
20/10/20	Theories of forgiveness and apology	See weekly readings 10-12
27/10/20	The dark side of social motivation	See weekly readings 13-15
03/11/20	The light side of social motivation	See weekly readings 16-18
10/11/20	Research Proposal Presentations	NA
17/11/20	Research Proposal Presentations	NA
24/11/20	Research Proposal Presentations	NA
01/12/20	Research Proposal Presentations	NA
08/12/20	Research Proposal Presentations	NA

Week 1-Sept 15 (Intro to the Course and Social Bonds)

Readings provided on initial Moodle correspondence

- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: The desire for interpersonal attachment as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.
- Agnew, C. R., & VanderDrift, L. E. (2015). *Relationship maintenance and dissolution*. In M. Mikulincer, P. R. Shaver, J. A. Simpson, & J. F. Dovidio (Eds.), *APA handbooks in psychology®. APA handbook of personality and social psychology, Vol. 3. Interpersonal relations* (p. 581–604). American Psychological Association. <https://doi.org/10.1037/14344-021>
- Loving, T. J., & Sbarra, D. A. (2015). *Relationships and health*. In M. Mikulincer, P. R. Shaver, J. A. Simpson, & J. F. Dovidio (Eds.), *APA handbooks in psychology®. APA handbook of personality and social psychology, Vol. 3. Interpersonal relations* (p. 151–176). American Psychological Association. <https://doi.org/10.1037/14344-006>
- Van Lange, P. A. M., & Balliet, D. (2015). *Interdependence theory*. In M. Mikulincer, P. R. Shaver, J. A. Simpson, & J. F. Dovidio (Eds.), *APA handbooks in psychology®. APA handbook of personality and social psychology, Vol. 3. Interpersonal relations* (p. 65–92). American Psychological Association. <https://doi.org/10.1037/14344-003>
- Myers, D. G. (2000). The funds, friends, and faith of happy people. *American Psychologist*, 55(1), 56-67.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.

Week 2-Sept 22 (Transgressions, Rejection, and Social Pain)

- 1) MacDonald, G., & Leary, M. R. (2005). Why does social exclusion hurt? The relationship between social and physical pain. *Psychological Bulletin*, 131, 202-223. (Emma summary, Edman critique)
 - 2) Chen, Z., Poon, K-T., Bernstein, M. J., & Teng, F. (2014). Rejecting another pains the self: The impact of perceived future rejection. *Journal of Experimental Social Psychology*, 50, 225-233. (Ryan Summary, Emilee Critique)
 - 3) Eisenberger, N. I., Lieberman, M. D., & Williams, K. D. (2003). Does rejection hurt? An fMRI study of social exclusion. *Science*, 302, 290-292. (Rachel summary, ?? critique)
- Eisenberger, N. I. (2015). Social Pain and the Brain: Controversies, Questions, and Where to Go from Here. *Annual Review of Psychology*, 66(1), 601–629. <https://doi.org/10.1146/annurev-psych-010213-115146>

Week 3-Sept 29 (Social Motivation Theory)

- 4) Weiner, B. (1993). On sin versus sickness: A theory of perceived responsibility and social motivation. *American Psychologist*, 48, 957-965. (Nishta summary, Ramsha critique)
 - 5) McCullough, M. E., Kurzban, R., & Tabak, B. A. (2013). Cognitive systems for revenge and Forgiveness. *Behavioral and Brain Sciences*, 36, 1-15. (Asha summary, ?? critique)
 - 6) Sell, A. N. (2011). The recalibration theory of violent anger. *Aggression and Violent Behavior*, 16, 381-389. (YuQi summary, Emmett critique)
- Novak, J. R., Smith, H. M., Larson, J. H., & Crane, D. R. (2017). Commitment, forgiveness, and relationship self-regulation: An actor partner interdependence model of relationship virtues and relationship effort in couple relationships.

Journal of Marital and Family Therapy. doi:10.1111/jmft.12258

- Eaton, J., & Struthers, C. W. (2006). The reduction of psychological aggression across varied interpersonal contexts through repentance and forgiveness. *Aggressive Behavior*, 32, 195-206.
- Lemay, E. P., Jr., Overall, N. C., & Clark, M. S. (2012). Experiences and interpersonal consequences of hurt feelings and anger. *Journal of Personality and Social Psychology*, 103 (6), 982-1006. DOI: 10.1037/a0030064
- Hannon, P. A., Rusbult, C. E., Finkel, E.J., Kamashiro, M. (2010). In the wake of betrayal: Amends, forgiveness and resolution of betrayal. *Personal Relationships*, 17, 253-278.
- Shnabel, N., & Nadler, A. (2008). A needs-based model of reconciliation: Satisfying the differential emotional needs of victim and perpetrator as a key to promoting reconciliation. *Journal of Personality and Social Psychology*, 94, 116-132.

Week 4-Oct 6 (Key Constructs Defined)

- 7) van Monsjou, E., Struthers, C. W., Fergus, K., & Muise, A. (2020). Examining the lived experience of holding a grudge. Manuscript in preparation based on van Monsjou's dissertation. **(Laraib summary, Natalie critique)**
- 8) Stackhouse, M. R. D., Ross, R. J., & Boon, S. D. (2018). Unforgiveness: Refining theory and measurement of an understudied construct. *British Journal of Social Psychology*, 57, 130-153. **(Mahafarid summary, ?? critique)**
- 9) Guilfoyle, J. R. (2020). Initial Development and Psychometric Properties of an Interpersonal Apology Scale. ABC paper, York University **(Julia summary, ?? critique)**
- Barns, C. D., Brown, R. P., & Osterman, L. L. (2009). Protection, payback, or both? Emotional and Motivational mechanisms underlying avoidance by victims of transgressions. *Motivation and Emotion*, 33, 400-411.
- McCullough, M. E., Rachal, K. C., Sandage, S. J., Worthington, E. L. J., Brown, S. W., & Hight, T. L. (1998). Interpersonal forgiving in close relationships: II. Theoretical elaboration and measurement. *Journal of Personality and Social Psychology*, 75, 1586-1603.
- Worthington, E. L. Jr., & Wade, N. G. (1999). The psychology of unforgiveness and forgiveness and implications for clinical practice. *Journal of Social and Clinical Psychology*, 18(4), 385-
- Zechmeister, J. S., & Romero, C. (2002). Victim and offender accounts of interpersonal conflict: Autobiographical narratives of forgiveness and unforgiveness. *Journal of Personality and Social Psychology*, 82, 675-686.

Oct 13 Fall Reading Week, not seminar

Week 5-Oct 20 (Influencing Factors: Victims' Post-Transgression Responses)

- 10) Struthers, C. W., Khoury, C., Phills, C., van Monsjou, E., Guilfoyle, J. R., Golenitski, V., & Sommer, C. (2019). The effects of social power and apology on victims' post-transgression responses. *Journal of Experimental Psychology: Applied*, 25, 110-116. <http://dx.doi.org/10.1037/xap0000188> **(Julian summary, ?? critique)**
- 11) Halilova, J., Struthers, C. W., Guilfoyle, J. R., van Monsjou, E., Eghbali, N., Shoikhedbrod, A., & George, M. (2020). Does resilience help to sustain relationships in the face of interpersonal transgressions? *Personality and Individual Differences*, 160. **(Mumin, summary, ?? critique)**
- 12) Fehr, R., Gelfand, M.J., & Nag, M. (2010). The road to forgiveness: A mega-analytic synthesis of its situational and dispositional correlates. *Psychological Bulletin*, 136, 894-914. **(?? Summary, ?? critique)**
- Struthers, C. W., van Monsjou, E., Ayoub, M., & Guilfoyle, J. R. (2017). Fit to forgive: Effect of mode of exercise on capacity to

override grudges and forgiveness. *Frontiers in Psychology*, 8, article 538.

van Monsjou, E., **Struthers, C. W.**, Khoury, C., Guilfoyle, J., Young, R., Hodara, O., & Muller, R. (2015). The effect of adult attachment style on post-transgression responses. *Personal Relationships*, 22, 762-780. doi:10.1111/per.12106.

Week 6-Oct 27 (Influencing Factors: Transgressors' Post-Transgression Responses)

13) Guilfoyle, J. R., Struthers, C. W., van Monsjou, E., & Shoikhedbrod, A. (2019). Sorry is the hardest word to say: The role of self-control in apologizing. *Basic and Applied Social Psychology*. <http://doi.org/10.1080/01973533.2018.1553715>

(Raymond summary, Iryna critique)

14) Schumann, K. (2014). An affirmed self and a better apology: The effect of self-affirmation on Transgressors' responses to victims. *Journal of Experimental Social Psychology*, 54, 89-96. **(Manvinder summary, ?? critique)**

15) Shoikhedbrod, A., Struthers, C. W., Guilfoyle, J. R., van Monsjou, E., Halilova, J., & Saleemi, S. (2019). The moderating role of victims' post-transgression response on the relation between narcissism and motivation to apologize. *Journal of Research in Personality*, 78, 36-51. **(Joud summary, Emilio critique)**

Leunissen, J. M., Sedikides, C., & Wildschut, T. (2017). Why narcissists are unwilling to Apologize: The role of empathy and guilt, *European Journal of Personality*, 31, 385-403.

Struthers, C. W., Guilfoyle, J., Khoury, C., van Monsjou, E., Sasaki, J., Phills, C., Young, R., & Marjanovic, Z. (2017). What victims say and how they say it matters: Effects of victims' post-transgression responses and form of communication on transgressors' apologies. In K. J. Norlock (Ed.), *The Moral Psychology of Forgiveness (the work)*. Rowan & Littlefield International.

Week 7-Nov 3 (Post-Transgression Outcomes: The Light and Dark Sides)

16) Karremans, J. C., Van Lange, P. A. M., & Holland, R. W. (2005). Forgiveness and its associations with prosocial thinking, feeling, and doing beyond the relationship with the offender. *Personality and Social Psychology Bulletin*, 31, 1315-1326.

(Eliya summary, ?? critique)

17) Luchies, L. B., Finkel, E. J., McNulty, J. K., & Kumashiro, M. (2010). The doormat effect: When forgiving erodes self-respect and self-concept clarity. *Journal of Personality and Social Psychology*, 98, 734-749. **(?? Summary, ?? critique)**

18) Okimoto, T. G., Wenzel, M., & Hedrik, K. (2013). Refusing to apologize can have psychological benefits (and we issue no mea culpa for this research finding) *European Journal of Social Psychology*, 43, 22-31. **(Zoe summary, ?? critique)**

Carlsmith, K. M., Wilson, T. D., & Gilbert, D. T. (2008). The paradoxical consequences of revenge. *Journal of Personality and Social Psychology*, 95, 1316-1324.

McNulty, J. K. (2011). The dark side of forgiveness: The tendency to forgive predicts continued psychological and physical aggression in marriage. *Personality and Social Psychology Bulletin*, 37(6), 770-783.

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

Week 8-Nov 10

1 _____ (Joud)

2 _____

3 _____

4 _____

5 _____

6 _____

Week 9-Nov 17

1 _____ (Laraib)

2 _____ (Ryan)

3 _____ (Emma)

4 _____ (Mahafarid)

5 _____ (Julia)

6 _____ (Edman)

Week 10-Nov 24

1 _____ (Aliya)

2 _____ (YuQi)

3 _____ (Mumin)

4 _____ (Rachel)

5 _____ (Zoe)

6 _____ (Raymond)

Week 11-Dec 1

- 1 _____ (Asha)
- 2 _____ (Natalie)
- 3 _____ (Emmett)
- 4 _____ (Emilio)
- 5 _____ (Nishta)
- 6 _____ (Ramsha)
- 7 _____ (Emilee)

Week 12-Dec 8

- 1 _____ (Iryna)
- 2 _____ (Julian)
- 3 _____ (Manvinder)
- 4 _____
- 5 _____
- 6 _____
- 7 _____