PSYC 413 001: Social and Personality Development
Term 2, January – April 2015
University of British Columbia

Tuesday and Thursday, 9:30-10:50; AERL 120

Professor:
(Jane) Kiley Hamlin
Office: Kenny 2019
Phone: 604-822-2297
Email: Kiley.hamlin@psych.ubc.ca
Office hours: by appointment

The best way to reach me is via email. The TA and I will respond to emails within 48 hours (including weekends). I am more than happy to meet with any of you, at any time!

TAs:
Jennifer Campbell (campejc@psych.ubc.ca) & Thariq Badiudeen (t.badiudeen@gmail.com)
Office hours: by appointment

Welcome to PSYC 413! This course aims to further your understanding of cutting-edge, contemporary issues in social and personality development. As a 400-level course, a fair amount of background in social, cognitive, and developmental psychology is required, although there will be some lecturing to provide background to the issues we’ll cover. To help you develop your skills at reading and interpreting actual research in psychology, the readings for this course will be based on primary sources, including empirical and theoretical peer-reviewed articles and the occasional edited book chapter. There is no textbook. Readings will be available for download on the course website. Rather than providing a review of all topics in social and personality development (one semester just does not provide enough time to do so), this course will focus on just a few areas that we will cover in depth. In addition, the course will focus on developing your writing skills – there will be no midterm and no final exam. Instead, you will be asked to write weekly discussion comments/questions, regular in-class reports (called QALMRIs) on scientific papers, one short (4-5 page) paper on a news article you’ll find that describes the findings of a scientific paper or papers, and finally a 10-15 page research paper, modeled after a real scientific manuscript like the ones we’re reading in class (except you’ll be inventing your data 😊).

After an initial introduction to theories of social and personality development, the course will consist of 4 modules: social cognition, emotional development and temperament, attachment and parenting, and moral development. Although for each module we will consider classic theorizing and data, the primary focus for the course will be to provide a snapshot of just a few of the “cutting edge” research topics in social and personality development today, and so most of the assigned primary-source readings will be from the last decade (and many from the last 5 years).

Course Requirements and Grading

Participation

Attendance is required. Although we will not take attendance at each class, there are weekly group activities and presentations for which you should be in attendance. It’s critical that you come to all classes prepared, having done all of the readings to a level that enables you to think critically about and discuss them. For many of our readings, this means you might have to read the articles more than once. By preparing for class, you will ensure that the class meeting itself is interesting for all of
us. It is your effort that matters – not whether or not you give a “correct” answer. Although there is no specific grade associated with participation, you will be marked down for failure to participate and may be given a few extra points at the end if your participation effort is consistently good.

**Weekly discussion comments (top 10 marks will be used; 15% of your final grade)**

To ensure you think critically about the readings and to aid our in-class discussion, you will be asked to submit weekly comments/discussion questions based on the week's readings by 5 PM on Wednesdays. These should be posted on Vista under the appropriate week. These comments should NOT be summaries of the readings, but should instead offer your own reaction to the readings. They may take a variety of forms, including (but not limited to): (1) strengths and weaknesses of the theoretical arguments and evidence presented; (2) relations between the readings for the current week or from across the course; or (3) unanswered questions raised by the work. The questions may focus on a single reading, but should be informed by the weeks’ readings as a whole (i.e. don’t raise a question about a problematic study if that question is raised/addressed in a subsequent study you read about). Comments should be about 5-6 sentences in length.

These will be graded on a +, , - scale. If the comment/question shows creative thinking and thoughtful synthesis, you will get a +. If you just regurgitate material (repeat what was said in papers) or if you pose a question that could be answered by just reading the abstract, you will get a -. If you do not turn in a weekly comment or the comment is late you will receive no credit. Consider these similar to A, B, and C for letter grades.

**QALMRI writing exercises – 4 total, 5% each for 20% of your final grade**

These are designed to help you learn how to read psychology articles (which will help further your understanding of how to think and write like a psychologist). You will complete 4 graded QALMRIs and several (not graded) practice QALMRIs during class. A QALMRI is an exercise where you read an empirical article and have to identify the main Question, the Alternative hypotheses, the study's Logic, the Method used, the main Results, and the Inferences supported by those results. The dates for the graded in-class QALMRIs are not marked on the calendar.

These are graded on a 14-point scale.

**Social and personality development in the newspaper – 25% of your final grade**

To help you become savvy consumers of news stories pertaining to psychological research findings, please find a popular press article that reports the findings of one or more peer-reviewed studies having to do with a child’s social development (NOT the article you’ll summarize for class on January 13th). Then locate the peer-reviewed article(s) that the news story reports on and read them carefully. In a 4-5 page paper, please summarize the news article (~1 page) and the original article(s) (~ 1 page), and in the remaining ~2-3 pages compare and contrast them. Did the journalist accurately portray the question, methods, results, and implications of the psychologists’ work (Think about your QALMRIs)? If there were inaccuracies, what were they, and what might they lead the public to conclude about the research findings? Whether or not there were inaccuracies, what might be some implications of the public accepting this conclusion as a true reflection of social and personality development?

**Paper is due by 5 PM on Tuesday, March 3rd, uploaded to Turnitin.** Must be written in APA style. Turnitin Course ID: 9267597; Section 1 ID: 9267630; Section 2 ID: 9267640

Password: attachment
Term paper – 40% of your final grade

This semester you will also complete a term paper on a topic of your choosing in social and personality development. While your topic can be one we touched on in class, you should feel very free to choose a topic we did not discuss. This paper should be no more than 15 pages and no less than 10 pages, excluding title page, abstract, and references. In your paper, you will review the literature on your chosen topic and motivate a research question, propose a method for testing it, present potential results and discuss the implications of those results in terms of theory and current findings in the field. Essentially, this paper will emulate the papers we’ve been reading in class and should read as something you could submit to a journal – if you’d actually done the experiment! *Your topic must be cleared with me prior to beginning the project.*

**Initial Essay Ideas.** Before you can begin your paper, I would like to meet with you to discuss your topic to make sure you choose one that is appropriate for class. Please come to our meeting with a short (one-page double spaced) description of two potential ideas for your paper. Mark sure to describe your topic and the potential question or thesis your topic would pose. In addition, you should include at least 2 citations of scientific papers that are relevant to your essay (for each of the two ideas). You should only use peer-reviewed journals like those that are found using PsychInfo – online sources like Wikipedia do not count. **Please contact me to set up a 20 minute meeting the week of February 9**th. If you feel stuck on an idea and unable to write this, that’s okay. Come to our meeting anyway and we can work together to help develop some potential ideas.

**Final paper is due by 5 PM on Friday, April 17th, uploaded to Turnitin.** Must be written in APA style.

**Course Policies**

- **Weekly discussion comments and the final paper will not be accepted past the deadline.** Missed in-class assignments (QALMRIs) cannot be made up.
- **Late papers (beginning at 5:01 PM) will be penalized 10% per day.** This is a hard cutoff at 5 PM – lateness is not tolerated so please be uploading well in advance of the deadline to prevent uploading problems.
- The only exceptions to the above policies are illness/injury with a doctor’s note or personal crisis (e.g., death of a close relative). That is, sports competitions, a family wedding, other stuff being due that day, etc. will not be accepted as excuses: your classmates are also getting colds, having lots of extra work, staying up late, etc., so I cannot give individual extensions without being unfair to the rest of the class. Please get papers completed early in order to ensure that sickness or workload issues will not interfere with your paper being handed in on time.
- A note about grading: Early in term, it will not be unusual for you to receive lower grades. Please don’t panic. I will take into account your improvement when determining final grades.
- **Grading on a curve:** As you should now be aware, the psychology department grades all courses on a curve, with a set average (about 68) and standard deviation (about 13), which requires that a certain percentage of students get A’s, B’s, a failing grade, etc. This is not my rule, but I must follow it. I will absolutely do my best to ensure that grades come out appropriately without the need for adjustments, and if everyone in the class does A work I will do my best to make the case that the grades should stand. But, it is not unlikely that I will have to make adjustments to your grade. This could mean your grade will go up, but it also could mean your grade will go down – I have had to move grades in both directions in other classes over the years. Please be prepared for such an occurrence and keep an eye on your grade relative to the class average, as well as the cumulative class average. (It’s probably a good idea to do so in all your psych courses so you are not shocked by your grade at the end of the term!)
- **Extra Credit – Up to 3 points:** One way to learn more about psychology is to be a participant in ongoing research projects. You may earn up to 3 points of credit toward your course grade.
by participating in studies that are posted on https://hsp.psych.ubc.ca/. Each hour of studies counts as 1 point. Please register in this online system by January 30th. You can also earn your first half hour of credit by completing pretesting survey that will make you eligible for a wider variety of studies. Please note that in a given term, you can earn no more than one hour of credit for online studies (not including the pretesting). The final day to do HSP studies is April 10th. As an alternative to participating in studies, you may choose to complete library writing projects, in which you read and summarize a research article; each article summary counts as one hour of research participation. This cannot be one of the articles assigned in class, or an outside one that you have used for a writing assignment. More information about this option can be found at: http://www.psych.ubc.ca/resguide.psy. All of your credits for study participation or the library option will be added to your final course grade, after any scaling that may have been applied. This is a great way to do better than your curved grade! I encourage you not to leave participation until the last minute, as things get pretty crowded late in the semester as everyone scrambles to get in before the deadline – that and you’ll just be much busier.

- **Psychology Department’s Position on academic misconduct:** Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student’s transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult me or your TA. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (http://students.ubc.ca/calendar) and read the University’s Policy 69 (http://www.universitycounsel.ubc.ca/policies/policy69.html).

**Personally, I find cheating of any kind to be deplorable and inexcusable, and your TAs and myself will be vigilant in weeding it out and prosecuting it to the fullest extent possible.** I have failed students in my classes for this before. All written work will be submitted to Turnitin, a website that monitors the originality of written work against your peers, paper mills, websites, and academic journals. Honestly, it is just NEVER worth it to cheat – if you’re having that much trouble, please come and see me. *Turnitin will be live by the end of the first week of class; we will send you the info.*

**Tuesday, January 6th**

**Course introduction**

No assigned readings.

**Thursday, January 8th**

**Introduction to social and personality development; first (un-graded) QALMRI exercise.**

Please read the QALMRI handout posted on Connect. Please bring a copy of the handout, a template, and the following to class:

Tuesday, January 13th

Social and personality development in the news

Please find a recent article in the popular press that has to do with a child’s social development and write a one-page summary (double-spaced) of that story and how it relates to what you’ve learned in previous courses in social, cognitive, or developmental psychology. Bring this summary to class for discussion. It will be collected.

Thursday, January 15th

Early sensitivity to the social world: Recognizing people in infancy


Second un-graded QALMRI exercise. Please bring a copy of the first two papers to class.

Tuesday, January 20th

Early sensitivity to the social world: Understanding people in infancy: What do agents do?


Thursday, January 22nd

Early sensitivity to the social world: Understanding people in infancy: How does agency understanding develop? Competing theories.


**Tuesday, January 27th**

**Guest Lecture by Professor Susan Birch: Accuracy, credibility and the puzzle of Theory of Mind development**


**Thursday, January 29th**

**Guest Lecture by Professor Andrew Baron: The development of implicit intergroup attitudes**


**Tuesday, February 3rd**

**Emotional development and temperament: Typical and atypical development of emotion and emotion understanding**


**Thursday, February 5th**

**Emotional development and temperament, continued: Introduction to temperament**


**Emotional development and temperament, continued: The neurobiology of temperament**


**Emotional development and temperament, continued: Genetic and environmental influences on temperament**


**Attachment & Parenting: Introduction**

Guest Lecture by Professor Charlotte Johnston: Parenting and atypical development


Tuesday, March 3rd

Attachment & Parenting, continued:


Thursday, March 5th

Attachment & parenting, continued: Sensitive periods in attachment relationships and possibilities for recovery.


Tuesday, March 10th

Attachment & parenting, continued: Internal working models and the genetics of attachment styles


Thursday, March 12th

**Catch-Up/TBA**

No assigned readings. Will focus in class on catching up on past material, developing your writing skills, and your final term papers.

Tuesday, March 17th

**Moral Development: Introduction to the classics**

No assigned readings. I will lecture.

Thursday, March 19th

**Professor Hamlin at Society for Research in Child Development Conference – No Class**

Tuesday, March 24th

**Moral development: Early prosocial behaviors**


Thursday, March 26th

**Moral development: Why be prosocial?**


Tuesday, March 31st
**Development of empathy and its relation to prosocial behaviors**


**Thursday, April 2nd**

**Individual differences in empathic responding**


**Tuesday, April 7th**

**Early moral cognition 1: To help and to harm**


**Thursday, April 9th**

**Early moral cognition 2: Fairness**
