

COURSE OUTLINE

**Psychology 4240 – 001: Social Developmental
January–April 2013**

Instructor

Dr. Jeremy Frimer

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Seminars

Room 2C10; Monday 2:30pm – 5:15pm

Course Description

This course surveys contemporary issues in moral psychology with a focus on empirical research in social, personality, and developmental psychology. Each week, students will read 1-3 published research papers prior to coming to seminars, and formulate one discussion question. Seminars will almost exclusively involve open discussion about the week's readings. The aim of the course is to foster a scientific approach to psychology, increase knowledge about moral psychology, and develop skills relating to group discussions and authoring and reviewing research papers.

Course Website

<http://jeremyfrimer.com/PSYC4240.html>

Required Materials

- peerScholar access card (bookstore)
- weekly readings (from course website)

Evaluation

Grades will be determined by performance on four course requirements, the value of which is as follows.

Assignment	Number	Points	
		Each	Total
Paper	2	20	40
Peer Review	4	5	20
Revision	2	10	20
Participation	10	2	20
Total			100

All grades are determined solely by the professor. All cutoffs and grades are tentative and may be changed in either direction by (i) the professor, (ii) the Departmental Review Committee, or (iii) the Senate, when circumstances warrant.

Paper

The paper is modeled closely after the peer review process in the scientific community. The paper should propose an empirical study that builds on or challenges any one or two papers in

the course. Evaluation will be based on (a) the originality of thought (“story telling”), (b) the adequacy of the proposed research (“story testing”), (c) quality and clarity of expression, and (d) conformity to the rules below.

- The paper must include a title, abstract, introduction, methods, predicted results (including one figure), discussion, and references.
- Abstract must be 150 words or less.
- The reference list must have 2-10 items.
- Maximum page length is 7 pages for all components.
- Pages should be double spaced, 12-point Times New Roman font, with 1” margins.
- The figure must be embedded in the document, in the results section
- Citations and References should be in APA format.
- The file should be in .doc or .docx format

Students are encouraged to use any discussion topic that arises in seminar as a basis for a paper. Submission is through peerScholar.

Paper Peer Review

Students will act as a peer reviewer on two papers and will receive a grade for the quality of their peer review. Reviews should (a) thoughtfully highlight 1 or 2 strengths (value added) and, (b) tactfully describe 1 or 2 limitations of the paper and make suggestions for improving upon each limitation. Furthermore, reviewers should suggest a grade (out of 100). The author of the paper will receive reviews from 2 peers (“reviewers”) and from the instructor (“editor”). The instructor will solely determine the paper’s grade.

Paper Revision

After receiving feedback on the paper, students will submit a revised version. The first page of the revision should be a single-spaced letter to the editor, summarizing the major issues and the author’s response to each, including pointing out any changed that the author may have made. The revision must conform to all of the same rules as the original submission except the revision may be up to 8 pages.

ASSIGNMENT DUE DATES

Week	Date	Paper #	Assignment Due
1	Jan 7		
2	Jan 14		
3	Jan 21		
4	Jan 28		
5	Feb 4	Paper 1	Submission Due
6	Feb 11		Reviews Due
	Feb 18		(receive reviews)
7	Feb 25		
8	Mar 4		Revision Due
9	Mar 11		
10	Mar 18	Paper 2	Submission Due
11	Mar 25		Reviews Due
12	Apr 1		(receive reviews)
14	Apr 15		Revision Due

Participation

Students are to participate in seminar discussions and will receive up to 2 points for their contribution for each seminar. Each student's best 10 scores in the 11 weeks from #2 to #12 will count as his/her score.

Number to Letter Conversion

letter	minimum #
A+	90
A	85
A-	80
B+	76
B	68
C+	64
C	55
D	50
F	0

Course Policies

Questions via e-mail	The instructor encourages questions before, during, or after seminar, or during office visits. Email is also an acceptable means of asking questions only if your query does not concern course content.
Documented Disabilities	Students with documented disabilities requiring academic accommodations for exams or during lectures are encouraged to contact the Coordinator of Accessibility Services at 204.258.2938 to discuss appropriate options.
Academic concession	The instructor may grant concessions to students who have conflicting responsibilities (e.g., religious holidays, competitive sports) or unforeseen events (e.g., physical or emotional illness). If these circumstances befall you, please notify the instructor by email as soon as possible. A note from an appropriate authority (e.g., medical doctor) is required to qualify for a concession. If the instructor grants a concession, he and the student will negotiate a reasonable due date extension.
Missed assignment	If a student fails to complete an assignment on time and fails to provide acceptable documentation from an appropriate authority within 7 days of the due date, the penalty to the student is receiving a 0 for that assignment.
Academic misconduct	All of the University regulations concerning academic misconduct (e.g., plagiarism, cheating) apply in this course. See the Course Calendar for full details.

SCHEDULE AND COURSE TOPICS
(subject to change at the discretion of the professor)

1. **January 7:** Introduction & how to read a social psychology article
 - Jordan & Zanna (1999)
2. **January 14:** When is a person morally responsible for their actions?
 - Knobe (2003)
 - Pizarro, Uhlmann, & Bloom (2003)
3. **January 21:** Where does our moral sense come from?
 - Hamlin et al. (2011)
 - De Waal (2003)
4. **January 28:** Does morality boil down to being caring and not harming others?
 - Haidt (2007)
 - Gray, Young, & Waytz (2012) + responses
5. **February 4:** Is it wrong to eat your dog?
 - Nucci (1981)
 - Haidt, Koller, & Dias (1993)
6. **February 11:** Is morality more about gut feelings or rational deliberation?
 - Haidt (2001)
7. **February 25:** Our darker moral motives
 - Batson (2008)
 - Skitka et al (2005)
8. **March 4:** When and how does emotion influence our moral judgments?
 - Greene et al. (2001)
 - Wheatley & Haidt (2005)
9. **March 11:** How does our politics influence our morality?
 - Haidt (2012)
 - Frimer et al. (in press)
10. **March 18:** Does punishment and religion bring out the best or worst in us?
 - Shariff & Norenzayan (2007)
 - Fehr & Gächter (2002)
11. **March 25:** What makes heroes tick?
 - Colby & Damon (1992)
 - Frimer et al. (2011)
12. **April 1:** Do “nice guys” finish first or last?
 - Minson & Monin (2012)
 - Parks & Stone (2010)