PSYC 413: Social and Personality Development
Distance Education
University of British Columbia

The Basics

Your instructor:
Dr. Andrew Baron
Office: Kenny 2402
E-mail: send email via p413distance@psych.ubc.ca

Your TA:
TBD

.

Course email will be read several times a week by one of us.
ALL EMAIL SUBJECT LINES must include a) your SECTION NUMBER (from your course registration) and b) your STUDENT NUMBER.
Not doing this will substantially delay a response.

All emails will be responded to within 48-72 hours.

Course Goals and Description

Welcome to Psychology 413! There are two primary goals for this course. The first goal of this course is to further develop your understanding of contemporary topics in social cognitive development. This course is only a semester long and thus it is impossible to cover in depth all of what constitutes social and personality development. As such, we will focus on those areas that represent some of the most current and exciting areas of active research in the field.

The second (and equally important) goal of this course is to develop critical thinking skills through improving your ability to read empirical reports, identify critical parts of research studies and to communicate your ideas in multiple formats (written summaries and verbal reports). In pursuit of this specific goal, course evaluations will focus on assessing your ability to critically read and evaluate research reports, and to develop written and oral summaries of those articles.

While many of you will likely not pursue a career in social or developmental psychology, the critical thinking, reading and writing skills we aim develop in this course will be beneficial to many professional career paths you may ultimately pursue. While these skills certainly require more than a semester to develop, we hope to provide a very strong foundation upon which you can continue to build beyond PSYC 413.

As a 400-level course, some background in social, cognitive and developmental psychology is required. The readings for this course will be based on primary sources, specifically empirical and theoretical peer-reviewed articles. As an advanced 4th year course, a textbook will not be used (enjoy the $$$ savings!).

Overview

Reflecting the natural interconnections between areas of social, cognitive and developmental psychology, this course draws on behavioral, neuroimaging, genetic and comparative studies to examine the phylogenetic (evolutionary) and ontogenetic (developmental) origins of social cognition. We will focus on a variety of topics including infants' understanding the social world, social categorization and intergroup bias, theory of mind, personality development and social learning. These topics were chosen to be engaging and informative while also building (albeit in greater depth) on concepts you have had some exposure to in 100, 200 and 300-level courses. The selected readings are brief and generally written for a wide audience which makes them particularly good sources to aide in developing critical reading and thinking skills.

As this course is specifically designed to provide a substantial focus on helping students to develop their abilities to read empirical articles, to think critically about experiments, data and theory and to express those ideas through written and oral assignments, we will work together as a class to develop these skills while learning about social cognitive development.

Lecture slides posted on the class website are not complete, but rather serve as an outline of key ideas communicated in the readings, helping you to develop your ability to effectively read the assigned empirical articles and learn to identify the critical details reported in those articles. Occasionally, lecture slides will provide broader background to situate where the assigned readings fall within the broader literature on that topic. To this end, lecture slides may expand on topics covered in the readings and introduce some new concepts not covered in the readings.

Lecture slides may be posted in color, however, it is possible to print them in black and white (saves ink, is faster to print and is easier to read since my slides normally have a color background unless you select the option to print in black and white).

Readings are assigned on a weekly basis. I strongly recommend doing the full set of readings ***before*** reviewing the lecture slides. I will post weekly videos that aim to guide your expectations of what we will cover in that week. I encourage you to watch these videos before doing your readings.

Course Requirements and Grading

1. QALMRI reading Exercises (worth a combined 36% of course grade).

To help you learn how to read scientific articles (which will help further your critical reading and thinking skills), you will complete graded QALMRIs (and several non-graded practice QALMRIs) during this course. A QALMRI is an exercise where you read an empirical article and have to identify the main **Q**uestion, the **A**lternative hypothesis, the study's **L**ogic, the **M**ethod used, the main **R**esults and the **I**nferences supported by those results. Instructions for how to complete a QALMRI will be reviewed during your first two weeks of class. *See the Module on the course website for Additional Resources for QALMRI assignments for more details including practice and sample QALMRIs.*

Untimed QALMRI (worth 6% of course grade)
You will be asked to complete an online QALMRI for an assigned weekly reading from Week 3 of the course. This first assignment will help you understand the format for the online Timed QALMRIs, which is structured like a multiple choice exam. However, for some questions there may be more than one correct answer that may be selected. **An article will be assigned from Week 3 and you will have up until 10pm on Sunday of Week 5 to complete this exercise** (reminder, class weeks run Monday – Sunday).

Timed QALMRIs (2 total, worth 15% each, for 30% of course grade) (120 min to read the article, 20 min to complete the timed QALMRI)

You will complete 2 timed QALMRI's throughout the course (Weeks 6 and 10). During Weeks 6 and 10, one article will be assigned to you. Important: Access to the article and QALMRI will be available starting on Monday at 9am during its assigned week. You can begin the assignment any time after it becomes available on the course website up until the due date noted below. However, once you open the Article, **you will have 120 minutes to read the article, and 20 minutes to complete the timed QALMRI.** The questions for the timed QALMRI will be structured like a multiple choice type exam. However, for some questions there may be more than one correct answer that may be selected. This assignment is due by 10pm on the Sunday of its assigned week (meaning you would need to begin it no later than 7:40pm on that Sunday to receive the full time allotted to complete it).

See the Module on the course website for Additional Resources for QALMRI assignments for more details.

2. Concise abstract writing exercises

These exercises are intended to help you develop your ability to engage in the readings and to draw connections between research findings, arguments and theory. Specifically, the goal is to develop your ability to make connections across multiple articles and to express them in concise, coherent prose.

Two 300-word integrative abstracts (worth 12% each, 24% of course grade) during Weeks 6 and 10.

During Week 6 we will assign you a new article that is conceptually related to your Week 5 readings. You will then be asked to write an integrative summary (or abstract) that ties those readings together. This assignment aims to develop your ability to write a succinct and brief summary of a group of articles. **This is due by 10pm on Sunday of Week 7**.

During Week 10 we will assign you a new article to read that is conceptually related to your readings from one of the following weeks: Weeks 7, 8 or 9. You will then be asked to use the new article and the corresponding articles one of those weeks above to create your integrative abstract. **This is due by 10pm on Sunday of Week 11**.

These will be graded on a 10-point scale and they must be submitted via the course website's *Assignments* page.

See the Module on the course website for Additional Resources for Abstract assignments for more details.

3. Final Exam Assignment (worth 40% of course grade)

Your Final Exam assignment consists of two parts:

a) Video Abstract (~ 10 - 12 min) (worth 25% of course grade)

b) Power Point Presentation (14-18 slides) (worth 15% of course grade)

a) Video Abstract

You will be asked to research 3 new articles that expand on one of the course units covered in term (you get to select which week to focus on (other than Week 1). These 3 additional sources that you select must be articles published in the past 10-years in a peer-reviewed journal accessible on PSYCINFO and focus on developmental research (i.e., they can't be 3 papers looking at adults only). If there's an article you feel should be included that doesn't focus on developmental populations (e.g., a study with adults or with non-human animals), please contact the course instructor via email for permission**. You will be asked to submit a 10-12-minute long video presentation where you synthesize the body of work from that week with the 3 new articles that you've**

selected and read and extend these findings by proposing a novel research study. This exercise, in part, is intended to help develop your public speaking skills.

Your video presentation will require a deeper engagement with the material and will integrate previously assigned readings in this class. Your grade will reflect your effort to engage the issues presented in the paper, the clarity of your articulation of your thoughts and your effort to go past the research described to make broader connections to theories, methods and other research. You will be asked to draw on sources read for this class as well as outside sources as noted above. More details will be covered in class for this assessment. Your final presentation will be uploaded on the course website under the *Assignments* page.

b) Power Point Presentation

This presentation should also summarize the key questions, methods, findings and implications discussed in your Video abstract presentation but should be written for a more accessible audience. For example, imagine this presentation was on display at Science World in downtown Vancouver for visitors of all ages to view. Please use text and graphics thoughtfully to be accessible to audiences who may not share the same level of scientific understanding that you have (ie, who may have much less understanding). You will want to try and use highly accessible language and examples to illustrate your points. This exercise is intended to help develop your science communication skills – especially with respect to translating scientific concepts for a more general audience – a skill that will be valuable for many career paths you may consider. Plan on approximately 14-18 slides. More slides are OK but don't go crazy. Separate from the main slides, please also include a title page with your name, student ID# and the course and section number. And, at the end of the presentation, please also include a full reference section for all articles you read that contributed to your thinking on this topic (meaning, also include any articles you also read beyond the 3 new articles you specifically researched and discussed for this assignment). Please use APA style for all references and citations.

See the Module on the course website for Additional Resources for Final Exam assignments for more details.

A note about grades: Earlier in the 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. It is very common for students to show improvement in their marks over the course of the term – indeed, that's what we hope to see as instructors! My goal is to help you develop as a student and as an intellectual. love to see improvement over the term and this is reflected in my grading.

Any changes to the course grades (or any remarking of completed assessments) must be approved by the course instructor. If a student wishes to contest the validity of an answer provided on any graded assessment, the student will need to complete a form provided by the course instructor stating the reasons for their request that a mark be reconsidered. This form is available on the course website under the Module for Miscellaneous Course Forms and must be submitted within two weeks from when grades for the disputed assignment are posted on the course website. Final decisions rest with the course instructor. TAs are not permitted to re-grade any portion of any graded assignments).

POLICY on missed or late exams/tests/assignments and make-ups.

Late assignments are not accepted. No exceptions will be made. On rare occasions, I may weight a missed assignment less but this is incredibly rare and would require discussion before the due date of the assignment.

Other Important Information: Course Policies

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 the first place, the Department has implemented software that, can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn*--a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.
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. **Do not** use Google/Yahoo/MSN Search/etc. to find articles for assignments in this course. **Do** use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at http://www.library.ubc.ca. (Not sure which index to use? Click HELP on the library homepage at www.library.ubc.ca or try Subject Resources.)

If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (http://students.ubc.ca/calendar).

Readings

E-links to all readings will be posted on the course website. Links to PDFs will be provided on the course website for papers not accessible via UBC's online library. If you are off campus you may need to use VPN to login to UBC's online library to access the PSYCINFO database to download the assigned readings. If for some reason the provided e-link on the course website is not working, please search for the article directly on PSYCINFO using the citation information provided below.

Detailed Syllabus

WEEK I

COURSE INTRODUCTION:

WHAT IS SOCIAL COGNITION? AND, WHY CARE ABOUT ITS DEVELOPMENT?

Introductions. Review syllabus, course requirements, and expectations.

Primer on successful writing in psychology and QALMRI exercises.

This week we will begin to focus on what social cognitive development has to offer the field of psychology.

Required reading: Olson, K. R., & Dweck, C. S. (2008). A blueprint for social cognitive development. *Perspectives on Psychological Science, 3*(3), 193-202.

Optional reading: Adolphs, R. (1999). Social cognition and the human brain. *Trends in Cognitive Science, 3*(12), 469-479.

WEEK 2

WHAT MAKES HUMANS SPECIAL: EVOLUTION OF SOCIAL COGNITION

Required readings:

Hare, B., Plyusnina, I., Ignacio, N., Schepina, O., Stepika, A., Wrangham, R. W., et al. (2005). Social cognitive evolution in captive foxes is a correlated by-product of experimental domestication. *Current Biology, 15*, 226-230.

Silk, J. B. (2007). Social components of fitness in primate groups. *Science*, *317*(5843), 1347-1351.

WEEK 3

EARLY SENSITIVITY TO THE SOCIAL WORLD: REPRESENTING PEOPLE

Required readings:

DeCasper, A. J., & Fifer, W. P. (1980). Of human bonding: Newborns prefer their mothers' voices. *Science, 208*(4448), 1174-1176.

Simion, F., Regolin, L., & Bulf, H. (2008). A predisposition for biological motion in the newborn baby. *PNAS Proceedings of the National Academy of Sciences of the United States of America, 105*(2), 809-813.

ASSIGNMENT: You may complete your untimed QALMRI via the course website at any point *after* you have read the Week 3 required readings (due by Week 5, worth 6% of course grade).

WEEK 4

DEVELOPMENT OF INTERGROUP COGNITION: FOUNDATIONS OF SOCIAL GROUP PREFERENCE

Required Readings:

Xiao, N.G., Quinn, P.C., Liu, S., Ge, L., Pascalis, O., & Lee, K. (2017). Older but not younger infants associate own-race faces with happy music and other-race faces with sad music. *Developmental Science.* https://doi.org/10.1111/desc.12537

Kinzler, K. D., Dupoux, E., & Spelke, E. S. (2007). The native language of social cognition. *Proceedings of the National Academy of Sciences of the United States of America, 104*(30), 12577-12580.

Pun A, Ferera M, Diesendruck G, Hamlin JK, Baron AS. (2017). Foundations of infants' social group evaluations. *Development Science.* https://doi.org/10.1111/desc.12586
- Study 1 and 2 ONLY for Pun et al. (2017)

WEEK 5

DEVELOPMENT OF INTERGROUP COGNITION:
REASONING ABOUT SOCIAL RELATIONSHIPS

Required readings:

Pun, A., Birch, S. A.J. and Baron, A. S. (2017). Foundations of Reasoning About Social Dominance. *Child Development Perspectives*. doi:10.1111/cdep.12235

Thomsen, L., Frankenhuis, W. E., Ingold-Smith, M., & Carey, S. (2011). Big and mighty: Preverbal infants mentally represent social dominance. *Science*, *331*(6016), 477-480.

Powell, L. J., & Spelke, E. S. (2013). Preverbal infants expect members of social groups to act alike. *Proceedings of the National Academy of Sciences*, *110*(41), E3965-E3972.

ASSIGNMENT DUE: **Untimed QALMRI** based on Week 3 readings is due on **Sunday at 10pm.**

WEEK 6

READING BREAK & WRITING/READING EXERCISES

ASSIGNMENT: A new article based on the Week 5 material (meaning, an article on the topic of *the development of intergroup cognition: reasoning about social relationships*) will be assigned.

QALMRI assignment: You will be asked to read this article and complete a Timed QALMRI on the course website based on this new reading. This assignment is worth 15% of your course grade. **This assignment must be submitted by 10pm on Sunday of this week** (reminder, course weeks run from Monday to Sunday).

Abstract assignment: You will also be asked to write a 200-250-word TIMED abstract that synthesizes the article you were assigned with the articles read from Week 5. This assignment is worth 12% of your final grade. **This assignment must be submitted by 10pm on Sunday of Week 7** (reminder, course weeks run from Monday to Sunday).

See the *Assignments* page on the course website for more details.

WEEK 7

THE DEVELOPMENT OF INTERGROUP COGNITION:
CULTURAL AND COGNITIVE ROOTS

Required readings:

Meltzoff, A. N. (2007). 'Like me': A foundation for social cognition. *Developmental Science, 10*(1), 126-134.

Dunham, Y., Baron, A. S., & Carey, S. (2011). Consequences of 'minimal' group affiliations in children. *Child Development, 82*(3), 793-811.

Buttelmann, D., & Böhm, R. (2014). The ontogeny of the motivation that underlies in-group bias. *Psychological Science*, *25*(4), 921-927.

ASSIGNMENT DUE: Abstract assignment from Week 6 is due by 10pm on Sunday of this Week (Week 7, reminder, course weeks run from Monday to Sunday).

WEEK 8

THEORY OF MIND:
EARLY CHILD DEVELOPMENT

Watch TED talk by Dr. Rebecca Saxe "How we read each other's minds"
https://www.ted.com/talks/rebecca_saxe_how_brains_make_moral_judgments/up-next

Required readings:

Saxe, R. (2005). Against simulation: The argument from error. *Trends in Cognitive Sciences, 9*(4), 174-179.

Mitchell, J. P. (2005). The false dichotomy between simulation and theory-theory: The argument's error. *Trends in Cognitive Sciences, 9*(8), 363-364.

Saxe, R. (2005). Hybrid vigour: Reply to Mitchell. *Trends in Cognitive Sciences, 9*(8), 364-364.

Callaghan, T., Rochat, P., Lillard, A., Claux, M. L., Odden, H., Itakura, S., et al. (2005). Synchrony in the Onset of Mental-State Reasoning: Evidence From Five Cultures. *Psychological Science, 16*(5), 378-384.

WEEK 9

THEORY OF MIND:
ATYPICAL DEVELOPMENT (E.G., BRAIN DAMAGE, AUTISM)

Required readings:

Bedny, M., Pascual-Leone, A., & Saxe, R. R. (2009). Growing up blind does not change the neural bases of Theory of Mind. *PNAS Proceedings of the National Academy of Sciences of the United States of America, 106*(27), 11312-11317.

Hughes, C., Jaffee, S. R., Happe, F., Taylor, A., Caspi, A., & Moffitt, T. E. (2005). Origins of Individual Differences in Theory of Mind: From Nature to Nurture? *Child Development, 76*(2), 356-370.

WEEK 10

READING BREAK & WRITING/READING EXERCISES

ASSIGNMENT: A new article based on the Week 7, 8 OR 9 material (meaning, an article on the topic of EITHER *The development of intergroup cognition: cultural and cognitive roots* **or** *Theory of mind development in typical populations* **or** *Theory of mind in atypical populations*) will be assigned.

QALMRI assignment: You will be asked to read this article and complete a Timed QALMRI on the course website based on this new reading. This assignment is worth 15% of your course grade. **This assignment must be submitted by 10pm on Sunday of this week** (reminder, course weeks run from Monday to Sunday).

Abstract assignment: You will also be asked to write a 200-250-word TIMED abstract that synthesizes the article you were assigned with the articles from the corresponding week that it fits with (either Week 7, 8 or 9). This assignment is worth 12% of your final grade. **This assignment must be submitted by 10pm on Sunday of Week 11** (reminder, course weeks run from Monday to Sunday).

See the *Assignments* page on the course website for more details.

WEEK 11

TEMPERAMENT AND THE DEVELOPMENT OF PERSONALITY

Required readings:

Kagan, J., J. S. Reznick, et al. (1988). Biological bases of childhood shyness. *Science, 240*(4849), 167-171.

Gortmaker, S. L., Kagan, J., Caspi, A., & Silva, P. A. (1997). Day length during pregnancy and shyness in children: Results from Northern and Southern hemispheres. *Developmental Psychobiology, 31*(2), 107-114.

Optional reading:

Besser, A., & Priel, B. (2005). The Apple Does Not Fall Far From the Tree: Attachment Styles and Personality Vulnerabilities to Depression in Three Generations of Women. *Personality and Social Psychology Bulletin, 31*(8), 1052-1073.

ASSIGNMENT DUE: Abstract assignment is due by 10pm on Sunday of this Week (Week 11, reminder, course weeks run from Monday to Sunday).

WEEK 12

WHAT MAKES HUMANS SPECIAL:
PEDAGOGY

Required readings:

Legare, C. H., Wen, N. J., Herrmann, P. A., & Whitehouse, H. (2015). Imitative flexibility and the development of cultural learning. *Cognition*, *142*, 351-361.

Over, H., & Carpenter, M. (2013). The social side of imitation. *Child Development Perspectives*, *7*(1), 6-11.

Corriveau, K., &Harris, P. L. (2009). Choosing your informant: Weighing familiarity and recent accuracy. *Developmental Science, 12*(3), 426-437.

WEEK 13

THE IMPACT OF STEREOTYPES ON CHILDREN'S BEHAVIOR: IMPLICATIONS FOR ACADEMIC ACHIEVEMENT

Required readings:

Gonzalez, A.M., Odic, D., Schmader, T., & Baron, A.S. (under review). Gender stereotypes impair preschool girls' intuitive number sense.

Ambady, N., Shih, M., Kim, A., & Pittinsky, T. L. (2001). Stereotype susceptibility in children: Effects of identity activation on quantitative performance. *Psychological Science, 12*(5), 385-390.

DUE DATE FOR FINAL EXAM ASSIGNMENTS WILL BE POSTED ON THE COURSE WEBSITE BY THE FOURTH WEEK OF TERM

Congratulations on completing this course!