

**PSYC 413: Social and Personality Development**  
**Term: Winter I 2012 (Fall 2012 for the rest of the world)**  
**University of British Columbia**

**The Basics**

Course Day and Time: Tue & Thu 9:30-11:00am  
Location: Neville Scarfe Rm 209

**Your instructor:**

Dr. Andrew Baron  
Office: Kenny 2402  
Phone: 604-822-6311  
E-mail: send email via VISTA  
*Office hours by appt.*

**Your TA:**

Julie Chang

The best way to reach me is via e-mail.

Course email will be read several times a week (including weekends).  
I am *more than happy* to schedule individual meetings with you at any time. You're welcome to call me on my office phone, however, email is always the quickest and preferred way to reach me. All emails will be responded to within 72 hours.

**Course Goals and Description**

Welcome to Psychology 413! The goal of this course is to further develop your understanding of contemporary topics in social cognitive development. 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, including empirical and theoretical peer-reviewed articles as well as occasional book chapters. A textbook will not be used.

We will focus on four broad topic areas in this course: (1) Infants' Early Sensitivity to the Social World (2) Origins of Preference and the Development of Intergroup Bias, (3) The Role of Nature and Nurture in Personality Development and (4) What Makes Humans Special. 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 and ontogenetic origins of social cognition. These topics were chosen to be engaging and informative. As this course is only a semester long it is impossible to cover in depth all of what constitutes social and personality development. These four broad areas were chosen as our focus in class because they represent some of the most current and exciting areas of active research in the field.

## Overview

Our engagement with the social world is mediated by our understanding of it, that is to say, our representations of individual people, their relationships, and social groups. This course will explore what is known about the development of social cognition, with emphasis on both *cognitive development* and *social development*. Because social cognition is a type of cognition, general lessons about conceptual representations and their development will apply and we will explore how such research bears on understanding social cognitive development. The “social” in social cognition will lead us to focus on cognition as it relates to reasoning about the self as a social entity, other individuals, and social groups. There will be a particular emphasis on children's representations of other people, their motives, goals, and intentions as well as children's understanding of the groups of which they are members (ingroups) and not (outgroups). Here, research showing the unique aspects of social cognition will help isolate learning mechanisms that are part of our primate and early hominid endowment and designed specifically to help children learn to negotiate the social world.

**This course is designated as a Writing-Intensive (W-I) course by UBC. As such, there will be 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 assignments. We will work together as a class to develop these skills while learning about social cognitive development.**

Throughout this course, you will work on understanding how to read critically and develop interesting questions about the readings each week. Examples of such questions are: What makes one study more compelling than another? Can the authors make the conclusions that they do based on the data they presented? What types of studies need to be done in order to strengthen the body of research? Are there any connections between the readings/topics with other areas of psychology? Additionally, you will gain experience in presenting and explaining your critical thoughts and responses to others.

This course meets twice weekly. ***Laptops are not permitted in class unless it serves as an assisted learning device.*** In this case, you must contact me in advance to make appropriate arrangements. While I understand the benefits of taking notes electronically, from time to time students may use laptops to surf the web, email, and to participate in social networking sites. Because these activities can be distractions to other students around them, this course will implement a *no laptop* policy. To help reduce the extent of written notes you will need to take, I will post all lecture slides on the class website by 8am on the morning of class. These notes are not complete, but rather will serve as an outline for the lecture that day, making it easier for you to take notes in class.

Separate readings for each class meeting will be assigned. On Tuesdays, I will mostly lecture (although we will have some group related activities from time to time). On Thursdays, you will work on in-class projects together in an assigned **work group**. Following these in-class activities, I will conclude with a brief synthesis of the articles read for the week.

## Course Website

You can access the course website via VISTA

We will use the course website extensively, so please check it regularly. I will disseminate readings, post lecture notes prior to each class (by 8am on the morning of class), and post links to additional material online.

## Course Requirements and Grading

### **1. Class Participation**

Attendance is required. Although we will not take attendance at each class, there are weekly group activities and presentations on Thursdays for which you should be in attendance. It's critical that you come to all classes prepared; having done *all* the reading to a level that enables you to critically think and discuss it. ***For many of our readings, this means that you might have to read the article more than once.*** By preparing for class, you will ensure that the class meeting itself is not boring for you or me! Your effort is what matters – not whether you have the “correct” answer.

### **2. Weekly Discussion Comments (6% of final grade - the top 10 marks will be used).**

To help you think more formally about the readings and to help with our in-class discussion, you will be asked to submit weekly comments/discussion questions based on that week's readings by 10pm 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. Sample comments will be discussed in class to help give you a sense of what we're after. These should be about 5-6 sentences in length.

These will be graded on a ✓<sup>+</sup>, ✓, ✓<sup>-</sup> basis. If the question/comments show creative thinking and thoughtful synthesis, you will get a ✓<sup>+</sup>. If you just regurgitate material (repeat what was said in the papers) or if you pose a question that could be answered by just reading the abstract, you will receive a ✓<sup>-</sup>. 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.

### **3. QALMRI Writing Exercises (4 total, 6% each for a total of 24% of final grade).**

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 (non-graded) practice QALMRIs during Thursday classes. A QALMRI is an exercise where you read an empirical article and have to identify the main Question, the Alternative hypothesis, the study's Logic, the Method used, the main

Results and the Inferences supported by those results. Instructions for how to complete a QALMRI will be reviewed during your first two weeks of class. **The dates for the graded in-class QALMRIs are not marked on the calendar.**

These are graded on a 14-pt scale.

#### **4. Short Response Papers** (2 total, 15% each for a total of 30% of final grade)

To help you develop your ability to engage in the readings and draw connections between research findings, arguments and theory, you will be asked to submit two 2-3-page (double-spaced) response papers. Each paper must be written according to APA guidelines, although a reference section is not required (and does not count toward the page guideline). Here, the goal is to develop your ability to make connections between research findings.

Response papers will require a deeper engagement with the material and ideally integrate previously assigned readings in this and other classes to develop your response where you will be asked to propose an experiment that is motivated by integrating several readings from the course syllabus. Your grade will reflect your effort to engage the issues presented in the paper, the clarity of your writing 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. Many more details will be covered in class for these assignments.

You will receive a letter grade for each paper and lots of constructive feedback.

#### **5. Term Paper** (40% of your final grade)

This semester you will also complete a Term Paper. 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. *Your topic must be cleared with me prior to beginning your work on the project.*

### **Term Paper Assignments**

#### **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 Term Paper. Make sure to describe your topic and the potential question or thesis your paper 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.* **We should meet the week of October 15<sup>th</sup>. Please contact me to setup a 20-minute meeting.** 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 Term Paper**

Congratulations on completing your final assignment of the class! Your final essay is **due by 10pm on Saturday, December 15th**. No late papers will be accepted. These should be submitted via VISTA.

## **Other Important Information: Course Policies**

**About late assignments:** Discussion Comments and the Final Term Paper assignment submitted past the deadline will not be accepted. Penalties for late Response Papers are described below:

- Assignment turned in between one minute past the deadline and 24 hours later → minus 10%.
- Assignment turned in between 24 hours past the deadline and 48 hours past → minus 20%.
- Assignment turned in anytime during the third full day → minus 30%.
- Assignment turned in anytime during the fourth day or later receive no credit.

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). Sports competitions, clubs, lack of sleep, attending a family wedding, other class work, formals, etc. are NOT acceptable reasons for late work. No extensions will be granted to accommodate these requests. Please budget your time during the semester accordingly; take into account your other class work and commitments. Plan ahead so if something does come up (e.g., a big project for another class, your aunt’s and uncle’s anniversary party, a big away game), your work is already complete. You can always turn in assignments before the deadlines listed.

**Missed in-class assignments (e.g., QALMRIs) cannot be made up.**

**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 an intellectual and I love to see improvement and reflect that in my grading.

### **Psychology Department's Policy on Grade Distributions and Scaling**

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300 or 400-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13). The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. Scaling is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department.

### **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](http://www.library.ubc.ca) or try Subject Resources.) PsycInfo is a great database to use.

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**

You are encouraged to obtain a copy of the following (this will be a great investment as you pursue your psychology concentration OR if you decide to go on to graduate school in psychology):

- American Psychological Association. (2009 or later). *Publication Manual of the American Psychological Association (6<sup>th</sup> edition or later)*. Washington, DC.

This text provides the foundation for the format of psychological papers – how to organize them, type them, cite references, etc. You will need to follow these guidelines for the written assignments in this course and in future psychology courses. Additional sources will be posted on the course website so obtaining this text **is not** necessary for success in this course.

## **Detailed Syllabus**

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### **WEEK OF SEPTEMBER 3<sup>rd</sup>**

#### **COURSE INTRODUCTION**

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*Introductions. Review syllabus, course requirements, and expectations.*

Course materials to be distributed and discussed: Essay grading rubric, class participation guidelines, critical reading and response paper guidelines. Primer on successful writing in psychology.

#### **Tuesday, September 4<sup>th</sup>**

NO CLASS. Relish the last day before term starts.

#### **Thursday, September 6<sup>th</sup>**

Course introduction. No assigned readings.

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## WEEK OF SEPTEMBER 10<sup>th</sup>

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

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#### Tuesday, September 11<sup>th</sup>

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

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

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

**Prepare to discuss in-class the following questions for 1 minute per student -- 1) your favorite topic covered in social, cognitive or developmental psychology, 2) how you think development might inform understanding of that topic, and 3) your top expectation or hope for this class.**

#### Thursday, September 13<sup>th</sup>

No assigned readings. 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 (social, cognitive, developmental psychology). Bring this summary to class for discussion.

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## WEEK OF SEPTEMBER 17<sup>th</sup>

### EARLY SENSITIVITY TO THE SOCIAL WORLD: REPRESENTING PEOPLE

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#### Tuesday, September 18<sup>th</sup>

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

Fox, R., & McDaniel, C. (1982). The perception of biological motion by human infants. *Science*, 218(4571), 486-487.



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.

**Thursday, September 20<sup>th</sup>**

Please read the QALMRI handout and bring a paper copy of this to class.

Re-read articles assigned for class on Tuesday and bring in a paper copy of the first two readings (DeCasper & Fifer, 1980; Fox & McDaniel, 1982)

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**WEEK OF SEPTEMBER 24<sup>th</sup>**

**DEVELOPMENT OF INTERGROUP COGNITION:  
FOUNDATIONS OF SOCIAL GROUP PREFERENCE**

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**Tuesday, September 25<sup>th</sup>**

Bar-Haim, Y., Ziv, T., Lamy, D., & Hodes, R. M. (2006). Nature and Nurture in Own-Race Face Processing. *Psychological Science*, 17(2), 159-163.

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

Quinn, P. C., Yahr, J., Kuhn, A., Slater, A. M., & Pascalis, O. (2002). Representation of the gender of human faces by infants: A preference for female. *Perception*, 31(9), 1109-1121.

**Thursday, September 27<sup>th</sup>:**

No assigned readings. Bring paper copy of Bar-Haim et al. and Kinzler et al. to class.

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**WEEK OF OCTOBER 1<sup>st</sup>**

**DEVELOPMENT OF INTERGROUP COGNITION:  
IMPLICIT AND EXPLICIT INTERGROUP COGNITION IN EARLY CHILDHOOD**

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**Assignment due: Response Paper I due in class on Thursday, October 4<sup>th</sup>**

**Tuesday, October 2<sup>nd</sup>**

Rudman, L. A. (2004). Sources of implicit attitudes. *Current Directions in Psychological Science*, 13(2), 79-82.

Baron, A.S., Banaji, M.R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6, 10 & adulthood. *Psychological Science*, 17(1), 53-58.

**Thursday, October 4<sup>th</sup>**

Rutland, A., Cameron, L., Milne, A., & McGeorge, P. (2005). Social norms and self-presentation: Children's implicit and explicit intergroup attitudes. *Child Development*, 76, 451 – 466. – {Group 1}

Mahajan, N., Martinez, M. A., Gutierrez, N. L., Diesendruck, G., Banaji, M. R., & Santos, L. R. (2011). The evolution of intergroup bias: Perceptions and attitudes in rhesus macaques. *Journal of Personality and Social Psychology*, 100(3), 387-405. – {Group 2}

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**WEEK OF OCTOBER 8<sup>th</sup>**

**DEVELOPMENT OF INTERGROUP COGNITION:  
LINGUISTIC INFLUENCES**

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**Tuesday, October 9<sup>th</sup>**

Gelman, S. A., & Heyman, G. D. (1999). Carrot-eaters and creature-believers: The effects of lexicalization on children's inferences about social categories. *Psychological Science*, 10(6), 489-493.

Heyman, G. D., & Gelman, S. A. (2000). Beliefs about the origins of human psychological traits. *Developmental Psychology*, 36(5), 665-678.

**Thursday, October 11<sup>th</sup>**

**No class for today. In lieu of class there will be a special out of class assignment discussed the week before (in class).**

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**WEEK OF OCTOBER 15<sup>th</sup>****THE DEVELOPMENT OF INTERGROUP COGNITION:  
CULTURAL AND COGNITIVE ROOTS**

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**Tuesday, October 16<sup>th</sup>**

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

Spielman, D. A. (2000). Young children, minimal groups, and dichotomous categorization. *Personality & Social Psychology Bulletin*, 26, 1433-1441.

**Thursday, October 18<sup>th</sup>:**

Patterson, M. M. and Bigler, R. S. (2006). Preschool children's attention to environmental messages about groups: social categorization and the origins of intergroup bias. *Child Development*, 77, 847-860. – {Group 1}

Dunham, Y., Baron, A. S., & Carey, S. (2011). Consequences of 'minimal' group affiliations in children. *Child Development*, 82(3), 793-811. – {Group 2}

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**WEEK OF OCTOBER 22<sup>nd</sup>****THEORY OF MIND:  
EARLY CHILD DEVELOPMENT**

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**Tuesday, October 23<sup>rd</sup>**

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.

**Thursday, October 25<sup>th</sup>**

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. – {Groups 1 & 2}

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**WEEK OF OCTOBER 29<sup>th</sup>**

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

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**Tuesday, October 30<sup>th</sup>**

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.

**Thursday, November 1<sup>st</sup>**

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. – {Group 1}

Adolphs, R., Baron-Cohen, S., & Tranel, D. (2002). Impaired recognition of social emotions following amygdala damage. *Journal of Cognitive Neuroscience*, 14(8), 1264-1274. – {Group 2}

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**WEEK OF NOVEMBER 5<sup>th</sup>**

**CATCH UP ON MATERIAL WE HAVE FALLEN BEHIND ON &  
EXERCISES IN WRITING & TERM PAPER REVIEW**

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**Tuesday, November 6<sup>th</sup>**

No assigned readings. Will focus in class on catching up on past material.

**Thursday, November 8<sup>th</sup>**

No assigned readings. Will focus in class on developing writing skills and working on developing your final term paper ideas further.

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**WEEK OF NOVEMBER 12<sup>th</sup>**

**TEMPERAMENT AND THE DEVELOPMENT OF PERSONALITY**

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**Assignment due: Response Paper II by 10pm on Thursday, November 15<sup>th</sup>**

**Tuesday, November 13<sup>th</sup>**

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.

**Thursday, November 15<sup>th</sup>**

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. – {Groups 1 & 2}

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**WEEK OF NOVEMBER 19<sup>th</sup>**

**WHAT MAKES HUMANS SPECIAL:  
PEDAGOGY**

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**Tuesday, November 20<sup>th</sup>**

Gergely, G., & Csibra, G. (2004). The social construction of the cultural mind: Imitative learning as a mechanism of human pedagogy. *Interaction Studies: Social Behaviour and Communication in Biological and Artificial Systems*, 6(3), 463-481.

**Thursday, November 22<sup>nd</sup>:**

Birch, S. A., & Bloom, P. (2002). Preschoolers are sensitive to the speaker's knowledge when learning proper names. *Child Development*, 73(2), 434-444. – {Group 1}

Corriveau, K., & Harris, P. L. (2009). Choosing your informant: Weighing familiarity and recent accuracy. *Developmental Science*, 12(3), 426-437. – {Group 2}

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**WEEK OF NOVEMBER 26<sup>th</sup>**

**WHAT MAKES HUMANS SPECIAL:  
EVOLUTION OF SOCIAL COGNITION**

**& WRAP-UP AND SUMMARY**

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**Tuesday, November 27<sup>th</sup>**

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.

**Thursday, November 29<sup>th</sup>**

**No Class – extra time to work on Term Paper.**

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**WEEK OF DECEMBER 10<sup>th</sup>**

**TERM PAPER DUE (ELECTRONICALLY VIA VISTA)**

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***\*Saturday\* 12/15/12 - Term Papers must be submitted by 10pm on VISTA***

***Congratulations on finishing this course!***