Department of Psychology
Winter 2026

1   Course Information

Name: Theories in Social, Personality, and Developmental Psychology
Number: Psychology 9701
Duration & Weight: 3 lecture hours, 0.5
Time & Location: 1-4pm Wednesdays █████████   ▪

2   Enrolment Restrictions

Enrolment in this course is restricted to graduate students in Psychology, as well as any student that has obtained special permission to enrol in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

3   Instructor Information

Instructor: Dr. Julian Scheffer
Office & Phone: SSC 6324
Office Hours: By appointment
Email: jscheff3@uwo.ca

4   Course Description and Graduate Course Level Learning Outcomes/Objectives

The purpose of this course is to provide a deep overview of theoretical approaches in social, personality, and developmental psychology (more emphasis on the "social" part, though other topics will be integrated) and the ability to critically evaluate the limits of such theories from a scientific perspective. Course readings will be provided as published review, meta-analysis, and empirical research articles.

At the end of this course, students should have a rich understanding of theories, methods, and findings in the literature of social, personality, and developmental psychology (with an emphasis on the "social" part of the field). Topics include theories, mechanisms, and situational influences. The format of this course will be primarily in-person class discussion. Because this is a smaller class, contributing to any group discussion is essential. Moreover, it is through the process of discussion, debate, and conversational insights that one's research acumen becomes more defined and sharpened. Therefore, one of the major goals of this class is to help develop critical thinking and problem-solving skills, and this is best accomplished by expressing your ideas in writing, class discussion, and leading a weekly topic.

At the end of the course, students should have a rich understanding of theories, methods, and findings in the literature of social psychology. Topics include theories, mechanisms, and situational influences. This course is organized around content-focused class presentations and discussions, weekly assigned readings, weekly thought papers, in-class discussion and active participation. Students will generate a research proposal and write this according to APA standards.

Learning Outcome	Learning Activity	Assessment
Depth and Breadth of Knowledge • Describe and evaluate current theory and methods relevant to social, personality, and developmental psychology	Readings Questions Class participation Research proposal	Questions Extension papers Class participation Research proposal
Knowledge of Methodologies • Critically evaluate the effectiveness of different approaches, frameworks, and methodologies for studying social behaviour	Readings Questions Class participation Research proposal	Questions Class participation Research proposal
Application of Knowledge • Apply concepts and theories learned to understand social behaviour	Questions Class participation Research proposal	Extension papers Presentation Research proposal
Communication Skills • Describe and summarize research from the literature on social, personality, and developmental psychology	Readings Extension papers Presentation Research proposal	Readings Extension papers Presentation Research proposal

5   Course Timeline and Format

Dates	Lesson	Topic
Jan. 7	Lesson 1	Person x Situation Theories
Jan. 14	Lesson 2	Motivation Science
Jan. 21	Lesson 3	Gender & Relationship Science
Jan. 28	Lesson 4	Moral Psychology
Feb. 4	Lesson 5	Empathy & Prosocial Behaviour
Feb. 11	Lesson 6	Aging & Social Cognition
Feb. 18	**Reading Week**	**No Classes**
Feb. 25	Lesson 7	Attitudes & Persuasion
March 4	Lesson 8	Judgments & Decision-Making

March 11	Lesson 9	Stereotyping, Stigma, & Prejudice
March 18	Lesson 10	Intergroup Relations
March 25	Lesson 11	Emotions & Affective Science
Apr 1	Lesson 12	Social Neuroscience
Apr 8	Lesson 13	Debates About (Social) Psychological Science

Weekly Discussion Questions (ongoing): Discussion questions will be evaluated in an ongoing basis as the class proceeds each week.

Discussion Leadership (TBD): Weekly discussion leadership will be decided by the instructor.

Discussion Involvement (ongoing): Discussion involvement will be evaluated in an ongoing basis as the class proceeds each week.

Research Presentation (TBD): Research presentation dates will be decided by the instructor. These will begin after the reading week.

Extension Papers (TBD): The student will choose to submit extension papers based on their preferences (at least 4 must be submitted).

Research Proposal: **April 17th** (submitted to Brightspace). In the event that you are unable to submit the research proposal on time, you have a no-questions-asked 3-day grace period. This means that you can submit this assignment up to 3 days past the posted deadline without penalty, or you will receive late penalties on the relevant course component (10% per day), in accord with University policy. As such, requests for academic consideration for this assignment will be denied.

6   Course Materials

Jan. 7th (Lesson 1): Person x Situation Theories

1. Mischel, W., & Shoda, Y. (1995). A cognitive-affective system theory of personality: reconceptualizing situations, dispositions, dynamics, and invariance in personality structure. *Psychological Review*, *102*(2), 246-268. https://doi.org/10.1037/0033-295X.102.2.246
2. Mischel W. (2004). Toward an integrative science of the person. *Annual Review of Psychology*, *55*, 1–22. https://doi.org/10.1146/annurev.psych.55.042902.130709
3. Kuper, N., von Garrel, A. S., Wiernik, B. M., Phan, L. V., Modersitzki, N., & Rauthmann, J. F. (2024). Distinguishing four types of Person× Situation interactions: An integrative framework and empirical examination. *Journal of Personality and Social Psychology*, *126*(2), 282-311. https://doi.org/10.1037/pspp0000473
4. Xi, M., & Jackson, J. J. (2025). Behavioral variability as a function of people, situations, and their interaction. *Journal of Personality and Social Psychology.* Advance online

publication. https://doi.org/10.1037/pspp0000563

Jan. 14th (Lesson 2): Motivation Science

1. Kunda Z. (1990). The case for motivated reasoning. *Psychological Bulletin*, *108*(3), 480–498. https://doi.org/10.1037/0033-2909.108.3.480
2. Hofmann, W., Friese, M., & Strack, F. (2009). Impulse and Self-Control From a Dual-Systems Perspective. *Perspectives on psychological science : a journal of the Association for Psychological Science*, *4*(2), 162–176. https://doi.org/10.1111/j.1745-6924.2009.01116.x
3. Ryan, R. M., Duineveld, J. J., Di Domenico, S. I., Ryan, W. S., Steward, B. A., & Bradshaw, E. L. (2022). We know this much is (meta-analytically) true: A meta-review of meta-analytic findings evaluating self-determination theory. *Psychological Bulletin, 148*(11-12), 813–842. https://doi.org/10.1037/bul0000385
4. Saucier, C. J., Walter, N., & Demetriades, S. Z. (2025). Thirty years since Kunda: addressing critiques to reimagine a model of motivated reasoning. *Annals of the International Communication Association*, *49*(1), 1-13.

Jan 21st (Lesson 3): Gender & Relationship Science

1. Vescio, T. K., & Schermerhorn, N. E. (2021). Hegemonic masculinity predicts 2016 and 2020 voting and candidate evaluations. *Proceedings of the National Academy of Sciences*, *118*(2), e2020589118.
2. Conley, T. D., & Klein, V. (2022). Women get worse sex: A confound in the explanation of gender differences in sexuality. *Perspectives on Psychological Science*, *17*(4), 960-978. https://doi.org/10.1177/17456916211041598
3. Eastwick, P. W., & Joel, S. (2025). How Do People Feel About Mates?. *Annual Review of Psychology*, *76*(1), 385–412. https://doi.org/10.1146/annurev-psych-012224-025712
4. Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist, 56*(2), 109-118. https://doi.org/10.1037/0003-066X.56.2.109
5. Swim, J. K., Hyers, L. L., Cohen, L. L., & Ferguson, M. J. (2001). Everyday sexism: Evidence for its incidence, nature, and psychological impact from three daily diary studies. *Journal of Social Issues, 57*(1), 31–53. https://doi.org/10.1111/0022-4537.00200

Jan. 28th (Lesson 4): Moral Psychology

1. Haidt J. (2001). The emotional dog and its rational tail: a social intuitionist approach to moral judgment. *Psychological Review*, *108*(4), 814–834. https://doi.org/10.1037/0033-295x.108.4.814
2. Gray, K., Young, L., & Waytz, A. (2012). Mind Perception Is the Essence of Morality. *Psychological Inquiry*, *23*(2), 101–124. https://doi.org/10.1080/1047840X.2012.651387
3. Goodwin, G. P., Piazza, J., & Rozin, P. (2014). Moral character predominates in person perception and evaluation. *Journal of personality and social psychology*, *106*(1), 148–

168. https://doi.org/10.1037/a0034726

4. Schein, C., & Gray, K. (2018). The Theory of Dyadic Morality: Reinventing Moral Judgment by Redefining Harm. *Personality and Social Psychology Review, 22*(1), 32–70. https://doi.org/10.1177/1088868317698288

5. Skitka, L. J., Hanson, B. E., Morgan, G. S., & Wisneski, D. C. (2021). The Psychology of Moral Conviction. *Annual Review of Psychology*, *72*, 347–366. https://doi.org/10.1146/annurev-psych-063020-030612

Feb. 4th (Lesson 5): Empathy & Prosocial Behaviour

1. Batson, C. D., Batson, J. G., Griffitt, C. A., Barrientos, S., Brandt, J. R., Sprengelmeyer, P., & Bayly, M. J. (1989). Negative-state relief and the empathy—altruism hypothesis. *Journal of Personality and Social Psychology, 56*(6), 922–933. https://doi.org/10.1037/0022-3514.56.6.922

2. Prinz, J. (2011). Against empathy. *The Southern Journal of Philosophy*, *49*, 214-233. https://doi.org/10.1111/j.2041-6962.2011.00069.x

3. Decety, J., Bartal, I. B., Uzefovsky, F., & Knafo-Noam, A. (2016). Empathy as a driver of prosocial behaviour: highly conserved neurobehavioural mechanisms across species. *Philosophical Transactions of the Royal Society of London. Series B, Biological sciences*, *371*(1686), 20150077. https://doi.org/10.1098/rstb.2015.0077

4. Bloom P. (2017). Empathy and Its Discontents. *Trends in Cognitive Sciences*, *21*(1), 24–31. https://doi.org/10.1016/j.tics.2016.11.004

Feb. 11th (Lesson 6): Aging & Social Cognition

1. Pearlin, L. I., Menaghan, E. G., Lieberman, M. A., & Mullan, J. T. (1981). The stress process. *Journal of Health and Social Behavior, 22*(4), 337–356. https://doi.org/10.2307/2136676

2. Charles, S. T., & Carstensen, L. L. (2010). Social and emotional aging. *Annual Review of Psychology*, *61*, 383–409. https://doi.org/10.1146/annurev.psych.093008.100448

3. Carstensen L. L. (2021). Socioemotional Selectivity Theory: The Role of Perceived Endings in Human Motivation. *The Gerontologist*, *61*(8), 1188–1196. https://doi.org/10.1093/geront/gnab116

4. Guarnera, J., Yuen, E., & Macpherson, H. (2023). The Impact of Loneliness and Social Isolation on Cognitive Aging: A Narrative Review. *Journal of Alzheimer's Disease Reports*, *7*(1), 699–714. https://doi.org/10.3233/ADR-230011

5. Powell, A., Page, Z. A., Close, J. C. T., Sachdev, P. S., & Brodaty, H. (2023). Defining exceptional cognition in older adults: A systematic review of cognitive super-ageing. *International Journal of Geriatric Psychiatry*, *38*(12), e6034. https://doi.org/10.1002/gps.6034

Feb. 25th (Lesson 7): Attitudes & Persuasion

1. Petty, R. E., & Cacioppo, J. T. (1986). The elaboration likelihood model of persuasion. In *Advances in experimental social psychology* (Vol. 19, pp. 123-205). Academic Press.

2. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human*

Decision Processes, 50(2), 179–211. https://doi.org/10.1016/0749-5978(91)90020-T
3. Loersch, C., & Payne, B. K. (2011). The Situated Inference Model: An Integrative Account of the Effects of Primes on Perception, Behavior, and Motivation. *Perspectives on psychological science : a journal of the Association for Psychological Science*, *6*(3), 234–252. https://doi.org/10.1177/1745691611406921
4. Clark, J. K., Wegener, D. T., Habashi, M. M., & Evans, A. T. (2012). Source expertise and persuasion: the effects of perceived opposition or support on message scrutiny. *Personality & Social Psychology Bulletin*, *38*(1), 90–100. https://doi.org/10.1177/0146167211420733
5. Albarracin, D., & Shavitt, S. (2018). Attitudes and Attitude Change. *Annual Review of Psychology*, *69*, 299–327. https://doi.org/10.1146/annurev-psych-122216-011911

Mar. 4th (Lesson 8): Judgments & Decision-Making

1. Tversky, A., & Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases. *Science (New York, N.Y.)*, *185*(4157), 1124–1131. https://doi.org/10.1126/science.185.4157.112
2. Kahneman, D., & Tversky, A. (1984). Choices, values, and frames. *American Psychologist, 39*(4), 341–350. https://doi.org/10.1037/0003-066X.39.4.341
3. Wilson, T. D., & Gilbert, D. T. (2003). Affective forecasting. In M. P. Zanna (Ed.), *Advances in experimental social psychology,* Vol. 35, pp. 345–411). Elsevier Academic Press. https://doi.org/10.1016/S0065-2601(03)01006-2
4. Evans J. S. (2008). Dual-processing accounts of reasoning, judgment, and social cognition. *Annual Review of Psychology*, *59*, 255–278. https://doi.org/10.1146/annurev.psych.59.103006.093629

Mar. 11th (Lesson 9): Stereotyping, Stigma, & Prejudice

1. Devine, P. G., Plant, E. A., Amodio, D. M., Harmon-Jones, E., & Vance, S. L. (2002). The regulation of explicit and implicit race bias: The role of motivations to respond without prejudice. *Journal of Personality and Social Psychology, 82*(5), 835–848. https://doi.org/10.1037/0022-3514.82.5.835
2. Fiske, S. T., Cuddy, A. J. C., Glick, P., & Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology, 82*(6), 878–902. https://doi.org/10.1037/0022-3514.82.6.878
3. Major, B., & O'Brien, L. T. (2005). The social psychology of stigma. *Annual Review of Psychology*, *56*, 393–421. https://doi.org/10.1146/annurev.psych.56.091103.070137
4. Kang, S. K., DeCelles, K. A., Tilcsik, A., & Jun, S. (2016). Whitened Résumés: Race and Self-Presentation in the Labor Market. *Administrative Science Quarterly*, *61*(3), 469-502. https://doi.org/10.1177/0001839216639577

Mar. 18th (Lesson 10): Intergroup Relations

1. Vorauer, J. D. (2006). An information search model of evaluative concerns in intergroup interaction. *Psychological Review, 113*(4), 862–

886. https://doi.org/10.1037/0033-295X.113.4.862

2. Bruneau, E. G., & Saxe, R. (2012). The power of being heard: The benefits of 'perspective-giving' in the context of intergroup conflict. *Journal of Experimental Social Psychology, 48*(4), 855–866. https://doi.org/10.1016/j.jesp.2012.02.017

3. Kteily, N., Bruneau, E., Waytz, A., & Cotterill, S. (2015). The ascent of man: Theoretical and empirical evidence for blatant dehumanization. *Journal of Personality and Social Psychology, 109*(5), 901–931. https://doi.org/10.1037/pspp0000048

4. Zhou, S., Page-Gould, E., Aron, A., Moyer, A., & Hewstone, M. (2019). The Extended Contact Hypothesis: A Meta-Analysis on 20 Years of Research. *Personality and Social Psychology Review*, *23*(2), 132–160. https://doi.org/10.1177/1088868318762647

Mar. 25th (Lesson 11): Emotions & Affective Science

1. Fontaine, J. R., Scherer, K. R., Roesch, E. B., & Ellsworth, P. C. (2007). The world of emotions is not two-dimensional. *Psychological Science*, *18*(12), 1050–1057. https://doi.org/10.1111/j.1467-9280.2007.02024.x

2. Levenson, R. W. (2011). Basic emotion questions. *Emotion Review, 3*(4), 379–386. https://doi.org/10.1177/1754073911410743

3. Barrett, L. F. (2013). Psychological construction: The darwinian approach to the science of emotion. *Emotion Review, 5*(4), 379–389. https://doi.org/10.1177/1754073913489753

4. Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry, 26*(1), 1–26. https://doi.org/10.1080/1047840X.2014.940781

Apr. 1st (Lesson 12): Social Neuroscience

1. Levenson R. W. (2003). Blood, sweat, and fears: the autonomic architecture of emotion. *Annals of the New York Academy of Sciences*, *1000*, 348–366. https://doi.org/10.1196/annals.1280.016

2. Eisenberger, N. I., Lieberman, M. D., & Williams, K. D. (2003). Does rejection hurt? An FMRI study of social exclusion. *Science, 302*(5643), 290–292. https://doi.org/10.1126/science.1089134

3. Singer, T., Seymour, B., O'Doherty, J., Kaube, H., Dolan, R. J., & Frith, C. D. (2004). Empathy for pain involves the affective but not sensory components of pain. *Science*, *303*(5661), 1157–1162. https://doi.org/10.1126/science.1093535

4. Vul, E., Harris, C., Winkielman, P., & Pashler, H. (2009). Puzzlingly high correlations in fMRI studies of emotion, personality, and social cognition. *Perspectives on Psychological Science*, *4*(3), 274–290. https://doi.org/10.1111/j.1745-6924.2009.01125.x

5. Adolphs R. (2016). Human Lesion Studies in the 21st Century. *Neuron*, *90*(6), 1151–1153. https://doi.org/10.1016/j.neuron.2016.05.014

Apr. 8th (Lesson 13): Debates About (Social) Psychological Science

1. Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020).

Racial Inequality in Psychological Research: Trends of the Past and Recommendations for the Future. *Perspectives on Psychological Science*, *15*(6), 1295–1309. https://doi.org/10.1177/1745691620927709

2. Clark, C. J., Jussim, L., Frey, K., Stevens, S. T., Al-Gharbi, M., Aquino, K., Bailey, J. M., Barbaro, N., Baumeister, R. F., Bleske-Rechek, A., Buss, D., Ceci, S., Del Giudice, M., Ditto, P. H., Forgas, J. P., Geary, D. C., Geher, G., Haider, S., Honeycutt, N., Joshi, H., … von Hippel, W. (2023). Prosocial motives underlie scientific censorship by scientists: A perspective and research agenda. *Proceedings of the National Academy of Sciences of the United States of America*, *120*(48), e2301642120. https://doi.org/10.1073/pnas.2301642120

3. Clark, C. J., Costello, T., Mitchell, G., & Tetlock, P. E. (2022). Keep your enemies close: Adversarial collaborations will improve behavioral science. *Journal of Applied Research in Memory and Cognition, 11*(1), 1–18. https://doi.org/10.1037/mac0000004

4. Clark, C. J., & Winegard, B. M. (2020). Tribalism in war and peace: The nature and evolution of ideological epistemology and its significance for modern social science. *Psychological Inquiry*, *31*(1), 1-22. https://doi.org/10.1080/1047840X.2020.1721233

5. Duarte, J. L., Crawford, J. T., Stern, C., Haidt, J., Jussim, L., & Tetlock, P. E. (2015). Political diversity will improve social psychological science. *The Behavioral and Brain Sciences*, *38*, e130. https://doi.org/10.1017/S0140525X14000430

6. Reinero, D. A., Wills, J. A., Brady, W. J., Mende-Siedlecki, P., Crawford, J. T., & Van Bavel, J. J. (2020). Is the Political Slant of Psychology Research Related to Scientific Replicability? *Perspectives on Psychological Science*, *15*(6), 1310-1328. https://doi.org/10.1177/1745691620924463 (Original work published 2020)

Bonus Articles for Reading:

- Open Science Collaboration (2015). Estimating the reproducibility of psychological science. *Science*, *349*(6251), aac4716. https://doi.org/10.1126/science.aac4716
- Wagenmakers, E. J., Beek, T., Dijkhoff, L., Gronau, Q. F., Acosta, A., Adams Jr, R. B., … & Zwaan, R. A. (2016). Registered replication report: Strack, Martin, & Stepper (1988). *Perspectives on Psychological Science*, *11*(6), 917-928. https://doi.org/10.1177/1745691616674458
- Camerer, C. F., Dreber, A., Holzmeister, F., Ho, T. H., Huber, J., Johannesson, M., Kirchler, M., Nave, G., Nosek, B. A., Pfeiffer, T., Altmejd, A., Buttrick, N., Chan, T., Chen, Y., Forsell, E., Gampa, A., Heikensten, E., Hummer, L., Imai, T., Isaksson, S., … Wu, H. (2018). Evaluating the replicability of social science experiments in Nature and Science between 2010 and 2015. *Nature Human Behaviour*, *2*(9), 637–644. https://doi.org/10.1038/s41562-018-0399-z
- Vohs, K. D., Schmeichel, B. J., Lohmann, S., Gronau, Q. F., Finley, A. J., Ainsworth, S. E., Alquist, J. L., Baker, M. D., Brizi, A., Bunyi, A., Butschek, G. J., Campbell, C., Capaldi, J., Cau, C., Chambers, H., Chatzisarantis, N. L. D., Christensen, W. J., Clay, S. L., Curtis, J., De Cristofaro, V., … Albarracín, D. (2021). A Multisite Preregistered Paradigmatic Test of the Ego-Depletion Effect. *Psychological Science*, *32*(10), 1566–1581. https://doi.org/10.1177/0956797621989733

- Wells, G. L., & Windschitl, P. D. (1999). Stimulus sampling and social psychological experimentation. *Personality and Social Psychology Bulletin, 25*(9), 1115–1125. https://doi.org/10.1177/01461672992512005
- Rodriguez-Seijas, C., McClendon, J., Wendt, D. C., Novacek, D. M., Ebalu, T., Hallion, L. S., Hassan, N. Y., Huson, K., Spielmans, G. I., Folk, J. B., Khazem, L. R., Neblett, E. W., Cunningham, T. J., Hampton-Anderson, J., Steinman, S. A., Hamilton, J. L., & Mekawi, Y. (2024). The next generation of clinical-psychological science: Moving toward anti-racism. *Clinical Psychological Science, 12*(3), 526–546. https://doi.org/10.1177/21677026231156545

7   Methods of Evaluation

Course grades will be based on the components listed below. A standard grading scale will be used.

Weekly Discussion Questions (10%): Students are expected to complete all assigned readings and generate discussion questions for each class meeting. This will constitute 10% of one's final grade. Students should come up with at least one question per reading. Discussion questions should be posted on the course OWL Brightspace Forum under the relevant Topic by 12pm (noon) on the Tuesday before each class meeting. This will give the discussion leaders time to consider everyone's questions before Wednesday's class. The discussion leader(s) should also submit their questions directly to the instructor on this same timeline. The instructor will evaluate the quality of your questions each week. Good questions are those that reflect a thoughtful analysis of the readings.

Discussion Leadership (10%): Each student will serve as a discussion leader twice during the semester, and this will correspond to 10% of your final grade (5% each, twice). The primary tasks of the discussion leader(s) are (1) identify the major issues raised by each of the articles, (2) present these issues in a cogent fashion, (3) pose questions that the issues raise for future research, (4) review discussion questions submitted by the rest of the students and summarize key insights. There is not necessarily a correct or incorrect way for students to present each topic. In addition, it is not necessarily the role of the discussion leaders to "teach" the articles to the rest of the class and to carry the discussion entirely on their own. Rather, the objective should be to establish a larger framework that (a) brings together the different studies and perspectives and (b) creates a path for us to follow as we navigate through the material. The discussion leader(s) may also wish to do additional readings for their topic, which they can present as part of their plan for discussion.
> *Tip*: It is useful to generate a one-page summary of each paper and circulate to your classmates to facilitate discussions.

Discussion Involvement (20%): Everyone is expected to actively participate during each class, and this will account for 20% of the final grade. This can take the form of some of the following: expressing opinions, offering critiques, making connections to your own areas of expertise, and/or suggesting new research directions. On Tuesday evenings—once everyone's discussion questions have been submitted—the discussion leader(s) will send a

list of everyone's questions to the entire class (without identifying information). Thus, students will always have the opportunity to think about the issues raised by their classmates prior to each class meeting. The frequency and skill with which you do all of these things will determine this portion of your class participation grade.

Research Presentation (10%): Students will give a brief oral presentation (20-30 minutes) during the semester. This assignment is worth 10% of the final grade. It will require students to present the rationale, hypotheses, methods, and results of their research proposal. These presentations will be available starting Feb. 21st. More detailed information about this assignment will be covered during the first class.

> *Tip*: Use this as an opportunity to practice presenting. It is expected that the student will not read directly from slides or from a script but instead try to lead the class through the chosen paper and discussion of that paper.

Extension Papers (20%): Students are expected to turn in four short papers (~2 pages double-spaced) throughout the term, and together, these will account for 20% of the final grade. These papers will be due on Fridays following a given class meeting by 5pm. These papers are meant to be a reflection on the set of readings from the week and describe the "big picture" that can be taken from them. How do the different papers build upon or contradict each other? If there are contradictions, how might they be resolved theoretically or empirically? What message do the papers convey about the domain of interest? Most importantly, what questions remain unanswered and what future research might help address these unanswered questions? Although the weekly class discussions should provide ample material for these papers, be sure that you do more than merely summarize what was covered. Use this as an opportunity to think more about our discussions and to form your own further conclusions. Students may choose to develop one of these short papers into their research proposal at the end of the semester.

> *Tip*: Identify a central "thesis" of your brief extension paper (i.e., end of first paragraph) and write clearly and linearly about that. Avoid veering away from your central argument, point, and/or summary.

Research Proposal (30%): A longer research proposal (3000-5000 words) will be due near the conclusion of the semester, and the paper will account for 30% of the final grade. This proposal should describe a novel program of research that involves social, personality, or developmental research or theory covered in this course. Students are strongly encouraged to choose a topic that relates to or extends their own current research interests. Additionally, students should propose at least two studies and at least one of them must be quasi-experimental (i.e., something must be manipulated). The instructor will be available for guidance with refining ideas and suggesting appropriate readings. Papers *must* be written in accordance with the *APA Publication Manual (7th ed.)*. Additional details and guidelines will be provided later this semester. Topics must be approved by the instructor no later than March 18th, 2026, at the end of class. **The paper is due by 5pm on April 17th, 2026**. This paper should not replicate any previously conducted or plans for upcoming research by the student, their lab, or their collaborators. This is meant to generate something novel that is informed by the readings of this course.

Policy on Missing Coursework

In this course, your research proposal has a no-questions-asked 3-day grace period. This means that you can submit that assignment up to 3 days past the posted deadline without penalty. As such, requests for academic consideration on other assignments will be denied to ensure that the course can progress effectively.

This course is exempt from the Senate requirement that students receive assessment of their work accounting for at least 15% of their final grade at least three full days before the date of the deadline for withdrawal from a course without academic penalty.

** Please note that I do not make grade adjustments (e.g., applying a bell curve to the distribution of marks on a test or paper). Also, I cannot adjust marks based on need (e.g., because a certain mark is needed to get into a particular academic program).

In the event that course grades are significantly higher or lower than these averages, instructors may be required to make adjustments to course grades. Such adjustment might include the normalization of one or more course components and/or the re-weighting of various course components.

Policy on Grade Rounding

Please note that although course grades within the Psychology Department are rounded to the nearest whole number, no further grade rounding will be done. No additional assignments will be offered to enhance a final grade; nor will requests to change a grade because it is needed for a future program be considered.

8 Statement on Academic Offences

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Possible penalties for a scholastic offence include failure of the assignment/exam, failure of the course, suspension from the University, and expulsion from the University.

Plagiarism Detection Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western and Turnitin.com (http://www.turnitin.com).

9 Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health Support at https://www.uwo.ca/health/psych/index.html for a complete list of options about how to obtain help.

10 Accessible Education (AE)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education (AE), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AE and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations may include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams, and assistive technology instruction.

Academic Accommodations and Accessible Education

View Western's policy on academic accommodations for student with disabilities at this link.

Accessible Education provides supports and services to students with disabilities at Western. If you think you may qualify for ongoing accommodation that will be recognized in all your courses, visit Accessible Education for more information. Email: aew@uwo.ca Phone: 519 661-2147

11 Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To Connect with a case manager or set up an appointment, please contact support@uwo.ca.

12 Statement on the Use of Generative Artificial Intelligence (AI)

The use of generative AI tools such as ChatGPT to produce written work for assignments is not permitted. Any work submitted must be the work of the student in its entirety unless

otherwise disclosed. When used, AI tools should be used ethically and responsibly, and students must cite or credit the tools used in line with the expectation to use AI as a tool to learn, not to produce content.

Responsible use of AI is allowed in Psychology. This includes using AI for brainstorming, improving grammar, or doing preliminary/background research on a topic.

AI is **not** to be used in place of critical thinking.

The misuse of AI undermines the academic values of this course. Relying on AI to create full drafts or fabricate sources is strictly prohibited and may result in a grade of 0 on the resulting assignment. You are ultimately responsible for any work submitted, so it is highly advised that you critically review your Generative AI output before incorporating this information in your assignments.

If you use AI, you must clearly explain its role in your work. All written assignments will require an AI Usage Statement, in which you indicate what tools you have used, what you have used them for, and (broadly) how you have modified this information. Assignments without an AI usage statement will not be accepted.

Violations of this policy will be handled according to Western's scholastic offense policies.

13 Other Information

Statement on Use of Electronic Devices

During class meetings, laptops may be used to write notes, but students are required to keep their active screens to the content being discussed in the class only (e.g., course material) and no headphones or earphones may be worn. Any extra-curricular online or offline activities on the same laptop are prohibited (e.g., such as using social media), and audio output must remain muted so that other classmates and the instructor are not distracted. No cellphone or other electronic devices will be permitted.

If needing to take a phone call in the case of an emergency, students should aim to quietly exit the classroom. No recording device is permitted without the expressed consent of the instructor and class, and may not always be available (see section below: *Policy on the Recording of Synchronous Sessions*).

Policy on the Recording of Synchronous Sessions

Some or all the learning sessions for this course may be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers. The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to

privately record the sessions, except where recording is an approved accommodation, or the student has the prior written permission of the instructor.

Copyright Statement

Lectures and course materials, including power point presentations, outlines, videos and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute any course materials publicly and/or for commercial purposes without the instructor's written consent.

Absence & Academic Consideration

View Western's policy on academic consideration for medical illnesses this [link](#)

Find your academic counsellor here:
https://www.registrar.uwo.ca/faculty_academic_counselling.html

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain academic considerations. Students must communicate with their instructors no later than 24 hours after the end of the period covered SMC, or immediately upon their return following a documented absence.

Medical Absences

Submit a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner to Academic Counselling in your Faculty of registration to be eligible for Academic Consideration.

Nonmedical Absences

Submit appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in your Faculty of registration to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Religious Consideration

Students seeking accommodation for religious purposes are advised to contact Academic Counselling at least three weeks prior to the religious event and as soon as possible after the start of the term.

- Office of the Registrar: https://registrar.uwo.ca
- Student Development Services: www.sdc.uwo.ca
- Psychology Undergraduate Program:
  https://www.psychology.uwo.ca/undergraduate/index.html

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

If you wish to appeal a grade, please read the policy documentation at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf. Please first contact the course instructor. If your issue is not resolved, you may make your appeal in writing to the Undergraduate Chair in Psychology (psyugrd@uwo.ca).

14 Land Acknowledgement

We acknowledge that Western University is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton. Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.