Faculty of Life Sciences
Department of Psychology

Critical Analysis in Social Psychology D16:
Summer 2010

Instructor: Dr. Gabriela Ilie
Office: Room S418
Office Hours: 11 am -12 pm
Email: gilie@utsc.utoronto.ca
Class Time: Wednesdays 11 am - 1 pm
Room: MW223

Course Description:

The development of social psychology is examined both as a discipline (its phenomena, theory, and methods) and as a profession in the context of one focused topic: Forgiveness. The Natural and Human Science approaches to phenomena are contrasted. Students are taught to observe the lived-world, choose a social phenomenon of interest to them, and then interview people who describe episodes from their lives in which these phenomena occurred. The students interpret these episodes and develop theories to account for their phenomena before searching for scholarly research on the topic of forgiveness.

Course Evaluation:

A. **Class participation: 10%** (attendance to all classes only secures 2% of your total 10% for participation; the other 8% must come from your actual engagement in the class discussions)
B. **Proposal (3 pages double spaced) due May 19th, 2010 – 10 %**
C. **Presentation (schedule will be determined on the first day of class): 12%**
   30 minutes individual student presentations (10% of your COURSE MARK). Your presentation will be based on your interviews. Your presentation should describe the topic, its relevance to social psychology, the goal of your interviews, the hypothesis you investigated and should present the outcome of the interviews in some structured form. The interviews should be supplemented with at least 2 research papers on the topic and should promote discussions at the end of the presentation.
D. **7 critical review papers of the students' in-class presentations, 1 ½ - 2 pages double spaced (each 4%; 4 x 7 = 28%) A to M – pick the first one of the two reading; N-Z – pick the second of the two readings. Notice that there are 8 chances to submit critical review papers but you only have to submit 7. You can pick any 7 of the 8 weeks that you prefer.**
Final Paper due (20-30 pages; interviews included in the appendix) last day of class worth: 40%
   - This paper will be on the topic chosen by you. The paper is due in the last day of class, **no exceptions will be made.** Papers will not be accepted by electronic submission. **Late papers will not be accepted. No exceptions will be made. Papers should meet the required length to avoid disappointment in length penalties. Referencing should meet APA style formatting (5th edition).**

Important note: It is your responsibility to ensure that you meet the prerequisite requirements for this course as listed in the Scarborough course calendar. Your registration *may be cancelled if you are*

lacking the appropriate prerequisites.

OUTLINE:

Date	Week	Lecture
May 5th	1	Introduction – What is critical analysis *PRESENTATION DATE SELECTION*
May 12th Readings	2	Conducting a critical analysis. Steps and Practice of method. Forgiveness in Social Cognition. Phenomenon, theory methods. How do you conduct the interviews? In class practical hands on experience on conducting a conceptual analysis and extracting interview questions. Proposal. Handed out in class
May 19th	3	Interviews – reporting data analysis and representation. ***Due: Proposal***
May 26th	4	Presentation of collected data. ***Due: PDF articles. Articles will be posted on the intranet by the Professor within a day after they were submitted.***
June 2nd	5	Presentations 3 students. **Critical reviews due!**
June 9th	6	Presentation 3 students: **Critical reviews due!**
June 16th	7	Presentations 3 students. **Critical reviews due!**
June 23rd	8	*Presentations 3 students:* **Critical reviews due!**
Reading week	9	NO CLASS
July 7th	10	Presentations 3 students. **Critical reviews due!**
July 14th	11	Presentations 3 students. **Critical reviews due!**
July 21st	12	Presentations 3 students. **Critical reviews due!**
July 27th	13	Presentations 3 students. **Critical reviews due!**
Course ends	14	**TERM PAPER DUE: July 28th, 2010 by 3 pm in Room 420 B – hand it to Gloria Luza, have your assignment dated, the time of submission indicated, and signed by Gloria.**

Course style:

This is a seminar undergraduate style course. That means you all get to read some of the same materials for the lectures but may or may not get to read the same materials for the major paper depending on your choice of topic. Each student will pick a specific topic centered around the issue on forgiveness. Students must research the topic they selected and choose four papers each for their presentation. Students must conduct student interviews on the topics of their choice using a critical analysis structure in their interviews. Students are to submit their 4 papers in PDF format that they will include in their presentation to their Professor by (no later than) May 26ᵗʰ 2010. The readings, as submitted by the students will be placed on the intranet for all class students. The reading articles must be APA journals in Social Psychology. When presenting their topic, students must present their own interpretative narrative of the readings in class while the rest of us listen, write down issues or questions worth discussing after the presenters have introduced their interpretation of the issues presented in the readings and the perspectives emerged from their interviews. The purpose of the presentations is to facilitate class discussion around the technique of critical analysis, which you are being instructed in this course, and, of course, get you to talk about the readings and the topic selected. In this process you will experience a sense of what it is like to engage in deep scientific talk with some breadth and depth. So, what constitutes a good presentation? One that stimulates thought, that presents materials relevant to the readings, that is logical and has depth, that encourages class members to share their views and ideas on the subject and that is able to point the crux of the arguments in the readings in a clear, accurate and precise articulated verbal form. A good presentation is one that for example, is able to identify the assumptions underneath the theory presented and present an alternative view based on a different set of assumptions. Relevant mini-video clips are allowed during these presentations (if you think they may be useful to you and may help you stimulate relevant class discussions).

What will help you be successful in this class?

1. Be an Enthusiastic Informed Presenter:
   a. Remember everybody will have to read at least one of the 2 materials you will be presenting not to mention that they too will have to lead one discussion during the course. So, from experience I know that you will have lots of support. As a presenter you are encouraged to look for the essential, critical issues in the papers, and raise them in class. Remember 12% of your course mark is based on this experience.
2. Be a Thoughtful Writer. If you have taken PSYC82; Courses in reasoning and logic/ or scientific writing; Other D level or graduate courses; Courses in Social Psychology and/or Cross-Cultural Psychology or Emotion – The knowledge you gained in these courses will be helpful along the way.
   a. Problems writing or presenting? This site may be useful to you: http://www.utsc.utoronto.ca/%7Etlsweb/
   b. Your review class papers should be **a description of in-depth** critical analysis about the conceptual operationalization of the term forgiveness in the papers you selected. The word in-depth here is crucial. Tell me something I don't know! If it is a research paper you may **want to describe the implications associated with taking the author's line of reasoning seriously (benefits and pitfalls), or things you think the author missed in their operationalization, or would be helpful to further analyze (remember to explain yourself; don't just state things: explain why that should be so, what is your rationale). Depth, clarity and relevance are very important standards of writing this assignment.** These papers must be 1 ½ - 2 pages long (double spaced). No shorter, no longer.

c. Start writing on your final paper as soon as the third week of class. Then add a little bit to it each week. Leave yourself ample time for revisions towards the end weeks of the course.

d. Be open minded and strive to learn something from each class. Allow yourself to grow with the course. Allow yourself to be an active participant in deep Scientific Talks and be prepared to make mistakes, sometimes. You will learn that deep scientific thought is hard work. Have the courage to experience it and learn from it. The skills you will learn are applicable to all aspects of your life.

Term paper (40% of your course mark) - Due on July 28th, 2010 no later than 3 pm!

All interviews must be included in the appendix of the paper.

General Instructions:

This is a long essay between 20 -30 pages double spaced (interviews should be included in the appendix) on any of the provided topics. Your job is to select one topic, find relevant sources (at least 10 papers – min. 8 - on your topic of interest), and provide a critical analysis review including the results of your interviews. Tell me what you've learned from the researched articles and your own interviews about the selected topic. Tell me something I don't know! Show me you thought about the issues you reviewed at length and show me the depth of your capacity to review a topic in depth as a 4th year university student. Be careful plagiarism can result in a failing paper, failure in the course, and further academic penalties. Please be aware of plagiarism and access UTSC's website on the issue. Your paper will be scrutinized closely and issues of plagiarism will be dealt with according to the University of Toronto's policies and regulations WITHOUT EXCEPTION.

- This assignment involves selecting at least 10 research articles relevant to your topic. Your task will be to compare and contrast the research reviewed and with your own interviews. In this process you may want to point out limitations or benefits to the particular line of investigation, point out advantages or disadvantages to the research reviewed and suggest alternative points of view and ways of conceptualizing the questions assessed.

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- The articles must be from *scientific journals* APA Social Psychology journals.
- The paper must be typed, double-spaced, with 1" margins, and **must follow the APA style** and must have appropriate sections (e.g., abstract, introduction, body, conclusion or discussion section).
- Your paper will be graded for both content (were the essays well written, well integrated, how well did they follow the standards and elements of thought, were your arguments logical, did they relate to your interview questions, psychological/scientific interpretation, depth of the critical analysis of the evaluation and form (spelling, grammar, punctuation, presentation).
- Please be sure to point out and discuss the IMPLICATIONS of the definition you deem most appropriate for the forgiveness topic you selected.

- The paper is due on **July 28th 2010**. The paper should be between: 20-30 pages in length, double-spaced without counting the abstract, title page, and references. Interviews are to be included in the appendix. Late papers WILL NOT be accepted. NO EXCEPTIONS WILL BE MADE. **Be sure to make or save a copy of your paper** (either on paper or on computer disk) as a **backup before you submit it to me.**