

PSY D15: Current Topics in Social Psychology
Lay Theories and Implicit Beliefs: Causes and Consequences

Winter 2019
Thursdays 3-5pm, HL 008

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Office hours: Thursdays, 5:15pm – 6:15pm or by appointment

Course Overview

Do you think that self-control runs out with use? Is your math ability something innate about you, or can it change? Does free will exist? Even without taking any psychology classes, people hold beliefs about how the world and people work. Regardless of the accuracy or inaccuracy of these beliefs, our own personal beliefs and mindsets can affect our experiences and behaviours.

This course focuses on mindsets, lay theories, and self-theories. We will start with an introduction to what mindsets are and their function. Then, we will discuss how different mindsets are measured and affect outcomes in different domains, including relationships, business, prejudice, and self-control. In the second half of the course, we will discuss the efficacy of interventions, possible sources of lay theories, and the various mechanisms by which lay theories might affect outcomes.

Throughout this course, we will examine mindsets from a scientific, empirical perspective. We will use primary journal articles as our main reading material, and will critically discuss the methods, generalizability, and implications of empirical results.

Course Objectives:

- I. Understand how mindsets & lay theories are defined, measured, and studied
- II. Understand how mindsets interact with other areas of psychology (e.g. social, abnormal, educational, health)
- III. Understand possible applications and limitations of research on lay theories and mindset interventions
- IV. Develop professional communication skills, including presentation, discussion, and writing skills

Marks Breakdown:

Component	Percentage	Due Date
Participation	10%	
Discussion Questions	10%	Five Tuesdays before class, submitted by 3:00pm
Class Facilitation	20%	
Midterm Essay	20%	March 7 th 11:59pm
Final Paper	40%	
<i>Abstract</i>	<i>(5%)</i>	February 28 th by 11:59pm
<i>Near-final draft & peer review</i>	<i>(10%)</i>	March 21 st in-class
<i>Final Paper</i>	<i>(25%)</i>	April 4 th by 11:59pm

Overview of Grade Components

Class Participation and Attendance (10%):

In a seminar-style class, attendance is expected and participation is essential. Your participation grade will depend on quality as well as quantity of participation. I will keep a record of participation throughout the term. Signs of good participation includes: Attendance, punctuality, eagerness to participate, showing respect to others' contributions, paying careful attention to classmates' presentations, and offering constructive feedback, questions, and comments.

Discussion Questions (10%):

To facilitate critical thinking about the readings, you will choose five weeks to submit discussion questions. For each of your selected weeks, you should write at least two discussion questions, one for each *required* reading. These discussion questions must be submitted by 3pm on the Tuesday before the associated class. Discussion questions should be thoughtful responses to the readings, not requests for clarifications (although you are welcome to ask clarifications questions in addition to your discussion questions). In forming your discussion questions, you may want to consider practical implications of the findings, challenge conclusions, or relate the reading to other topics.

Class Facilitation (20%):

Once during the semester, you and your group (consisting of 2-3 people) will serve as facilitators and leaders of the discussion for the week's assigned readings.

Class facilitation will include two main components:

- 1) With a slide presentation, clearly describe the main ideas and findings from the "Additional" assigned reading, and briefly remind students about the main points from the required readings (25 - 35 minutes total)
- 2) Facilitating the class discussion through discussion board questions (provided by your classmates two days earlier) and activities

Each group member should show that they are actively involved with their group, and should demonstrate mastery of the material for that week. When you are a discussion leader, make sure to be prepared to guide discussion so that the discussion is fluid, lively, and interesting for everyone. You can be creative by incorporating multimedia and class activities into their discussions (e.g. breaking class into small groups to discuss different perspectives of the readings, surveying class participants for their perspectives and then discussing them, etc.). Though not required, familiarity with other related readings will help you develop "expertise" on your topic, and so consulting with outside sources is encouraged. Feel free to ask me ahead of time for other related articles or ideas that might supplement your presentation and discussion facilitation.

Midterm Essay (20%) – Due March 7:

The midterm essay will be a 4-5 page (double-spaced) position paper. The topic of the midterm essay will be announced before reading week, on February 14 (in class and posted on Quercus). You will be expected to create a clear thesis on the specified topic, and develop your thesis using arguments and ideas from the course readings or other sources (as required to support your position).

Additional instructions will be available on the course Quercus page.

Grant Proposal (40%):

The development and writing of grant proposals is a fundamental component of most research-based employment in the sciences (and other government-supported areas). The goal here is to introduce you to the process of research proposal development, while further exploring mindsets and lay theories.

The final assignment will be a grant proposal related to mindsets, lay theories, or self-theories. You will propose a novel research project, and write this proposal to convince a grant review committee that this project is worth funding. This grant proposal must include background information, research hypotheses, and proposed methods. Grant proposals are written to a more general audience (grant review committees are often highly multidisciplinary, so your audience might include linguists, economists, or medical doctors), are shorter and more condensed than other types of research proposals, and have a higher emphasis on explaining the value of the research – *why* is this question worth studying?

More detailed instructions for this paper will be provided later in the semester, in class and as a document posted to Quercus.

A. Proposed Abstract (5%) – Due February 28th

To make sure that your research question is of an appropriate size and subject, topics need to be approved ahead of time by submitting a short (200 to 250 word) abstract. Abstracts are due on February 14th by 11:59pm.

B. Peer-Review of Near-Final Drafts (10%) – Due in-class on March 21st

On March 21st, in-class, we will do a peer-review exercise of your proposals. This component of your grade includes both finishing a near-final draft of your paper in time to bring to class on the 21st, and also on the quality of feedback that you provide to your peers.

C. Final Grant Proposal (25%) – Due April 4th

Make sure to use the feedback given peer-review exercise, and thoroughly revise your paper before handing it the final proposal. While a grant proposal is shorter than other formats of research proposals, it actually contains more content, not less. Given how concise and efficient a good grant proposal must be, a first (or even second) draft is unlikely to be your best work or result in the best possible grade.

Course Policies

Emails:

- I will always respond to emails within two working days – that means if I receive an email on Friday, you might not get a response until Tuesday. Emails are best for when you have simple questions that are not already answered in the syllabus. If you have longer questions about course content, presentations, or written assignments, I recommend that you come to office hours after class, or email me to set up a different time to meet!

Additional Guidelines for Papers:

- Use APA style.
- All works that are referred to – directly or indirectly – must be cited in the text, and in a reference page at the end of your work (also see section on Academic Integrity, below).
- Omit needless words. Good writing is concise.

- Avoid quotes, especially lengthy ones.
- Spelling, grammar, and sentence structure are important and figure into the grading.
- If you haven't written previous research proposals, or if you're looking for some extra assistance, UTSC's Writing Centre is an excellent resource available to provide support at any stage in the writing process.

Technology in Class:

- Laptops are allowed for note-taking and looking at the articles as we discuss them, but please be respectful and don't try to multi-task during class. In small classes, it is very obvious when you are not paying attention, and remember that participation is part of your grade!

Course Schedule & Readings

The readings for each week are written below, and will also be available on the course webpage on Quercus. You are responsible for reading the two (occasionally three) required readings for each week **before class** (starting on the second week). The "Additional reading(s)" will be presented by the presentation leaders each week, and so it is not necessary to read these papers before class. However, if you are interested in a topic or want to know more about these studies, you are certainly welcome to read the additional readings before or after the class.

Date	Topic	Required Readings
Jan 10	Introduction & Theories of Intelligence and Personality	Jordan, C. H. & Zanna, M. P. (2000). How to read a journal article in social psychology. R. F. Baumeister (Ed.), <i>The Self in Social Psychology</i> (pp. 461-470). Philadelphia: Psychology Press. Retrieved from http://www.uvm.edu/%7Edguber/POLS234/articles/read.htm <i>Additional:</i> Hong, Y. Y., Levy, S. R., & Chiu, C. Y. (2001). The contribution of the lay theories approach to the study of groups. <i>Personality and Social Psychology Review</i> , 5(2), 98-106.
Jan 17	Why We Have Lay Theories	Dweck, C. S. (2012). Mindsets and human nature: promoting change in the Middle East, the schoolyard, the racial divide, and willpower. <i>The American Psychologist</i> , 67(8), 614-22. Boden, M. T., Berenbaum, H., & Gross, J. J. (2016). Why do people believe what they do? A functionalist perspective. <i>Review of General Psychology</i> , 20(4), 399-411. Plaks, J. E., Levy, S. R., & Dweck, C. S. (2009). Lay theories of personality: Cornerstones of meaning in social cognition. <i>Social and Personality Psychology Compass</i> , 3(6), 1069-1081.
Jan 24	Beliefs about Other People: Causing and Confronting Prejudice <i>(Presentation Week)</i>	Levy, S., Stroessner, S., & Dweck, C. S. (1998). Stereotype formation and endorsement: The role of implicit theories. <i>Journal of Personality and Social Psychology</i> , 74, 1421-1436. Jayaratne, T. E., Ybarra, O., Sheldon, J. P., Brown, T. N., Feldbaum, M., Pfeffer, C. A., & Petty, E. M. (2006). White Americans' genetic lay theories of race differences and sexual orientation: Their relationship with prejudice toward

		<p>Blacks, and gay men and lesbians. <i>Group Processes & Intergroup Relations</i>, 9(1), 77–94.</p> <p><u>Additional:</u></p> <p>Rattan, A., & Dweck, C.S. (2010). Who confronts prejudice? The role of implicit theories in the motivation to confront prejudice. <i>Psychological Science</i>, 21, 952-959.</p>
Jan 31	<p>Lay Theories of Emotion</p> <p>(Presentation Week)</p>	<p>Labroo, A. A., & Mukhopadhyay, A. (2009). Lay theories of emotion transience and the search for happiness: A fresh perspective on affect regulation. <i>Journal of Consumer Research</i>, 36(2), 242–254.</p> <p>Tamir, M., John, O. P., Srivastava, S., & Gross, J. J. (2007). Implicit theories of emotion: affective and social outcomes across a major life transition. <i>Journal of Personality and Social Psychology</i>, 92(4), 731–744.</p> <p><u>Additional:</u></p> <p>Cusimano, C., & Goodwin, G. (2018). Lay beliefs about the controllability of everyday mental states. http://doi.org/10.1037/XGE0000547</p>
Feb 7	<p>Lay Theories of Self-Control</p> <p>(Presentation Week)</p>	<p>Francis, Z. L., & Job, V. (2018). Lay theories about willpower. <i>Social and Personality Psychology Compass</i>. http://doi.org/10.1111/spc3.12381</p> <p>Mukhopadhyay, A., & Johar, G. V. (2005). Where there is a will, is there a way? Effects of lay theories of self-control on setting and keeping resolutions. <i>Journal of Consumer Research</i>, 31(4), 779–786.</p> <p><u>Additional:</u></p> <p>Mrazek, A. J., Ihm, E. D., Molden, D. C., Mrazek, M. D., Zedelius, C. M., & Schooler, J. W. (2018). Expanding minds: Growth mindsets of self-regulation and the influences on effort and perseverance. <i>Journal of Experimental Social Psychology</i>, 79, 164-180.</p>
Feb 14	<p>Lay Theories of Relationships</p> <p>(Presentation Week)</p>	<p>Knee, C. R., Patrick, H., & Lonsbary, C. (2003). Implicit theories of relationships: orientation toward evaluation and cultivation. <i>Personality and Social Psychology Review</i>, 7(1), 41–55.</p> <p>Kammrath, L., & Dweck, C.S. (2006). Voicing conflict: Preferred conflict strategies among incremental and entity theorists. <i>Personality and Social Psychology Bulletin</i>, 32, 1497-1508.</p> <p><u>Additional:</u></p> <p>Maxwell, J. A., Muise, A., MacDonald, G., Day, L. C., Rosen, N. O. & Impett, E. A. (2017) How implicit theories of sexuality shape sexual and relationship well-being. <i>Journal of Personality and Social Psychology</i> 112, 238-279.</p> <p>Midterm Essay Topic Announced</p>
February 21	NO CLASS	Reading Week

<p>Feb 28</p> <p>Intervening to Change Lay Theories</p> <p>(Presentation Week)</p>		<p>Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. <i>Psychological Science</i>, 26(6), 784–793.</p> <p>Li, Y., & Bates, T. C. (2017). Does mindset affect children’s ability, school achievement, or response to challenge? Three failures to replicate. <i>Unpublished manuscript</i>. Retrieved from http://mrbartonmaths.com/resourcesnew/8_Research/Mindset/Mindset replication.pdf</p> <p>*Macnamara, B. (June 26, 2018). Schools are buying ‘growth mindset’ interventions despite scant evidence that they work well. <i>The Conversation</i>. Retrieved from: https://theconversation.com/schools-are-buying-growth-mindset-interventions-despite-scant-evidence-that-they-work-well-96001</p> <p>*Dweck, C. (June 26, 2018). Growth mindset interventions yield impressive results. <i>The Conversation</i>. Retrieved from: https://theconversation.com/growth-mindset-interventions-yield-impressive-results-97423</p> <p>*Note: Discussion questions are only needed in response to the first two journal articles, not to these two news articles</p> <p><u>Additional:</u></p> <p>Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Macnamara, B. N. (2018). To what extent and under which circumstances are growth mind-sets important to academic achievement? Two meta-analyses. <i>Psychological science</i>, 29(4), 549-571.</p> <p>Due: Proposal Abstract, online by 11:59pm</p>
<p>Mar 7</p> <p>Process & Mechanisms</p> <p>(Presentation Week)</p>		<p>Plaks, J., Stroessner, S., Dweck, C. S., & Sherman, J. (2001). Person theories and attention allocation: Preference for stereotypic vs. counterstereotypic information. <i>Journal of Personality and Social Psychology</i>, 80, 876-893.</p> <p>Yeager, D. S., Lee, H. Y., & Jamieson, J. P. (2016). How to improve adolescent stress responses: Insights from integrating implicit theories of personality and biopsychosocial models. <i>Psychological Science</i>, 27(8), 1078-1091.</p> <p><u>Additional:</u></p> <p>Zingoni, M., & Byron, K. (2017). How beliefs about the self influence perceptions of negative feedback and subsequent effort and learning. <i>Organizational Behavior and Human Decision Processes</i>, 139, 50-62.</p> <p>Due: Midterm Essay, online by 11:59pm</p>
<p>Mar 14</p> <p>How Culture, Experience, & Development Affect Lay Theories</p>		<p>Furnham, A., & Chan, E. (2004). Lay theories of schizophrenia - A cross-cultural comparison of British and Hong Kong Chinese attitudes, attributions and beliefs. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 39(7), 543–552.</p>

	(Presentation Week)	<p>Sanchez, D. T., Young, D. M., & Pauker, K. (2015). Exposure to racial ambiguity influences lay theories of race. <i>Social Psychological and Personality Science</i>, 6(4), 382-390.</p> <p><u>Additional:</u></p> <p>Haimovitz, K., & Dweck, C. S. (2016). Parents' views of failure predict children's fixed and growth intelligence mind-sets. <i>Psychological Science</i>, 27(6), 859-869.</p>
Mar 21	Final Paper Peer-Review Exercise	<p>No readings</p> <p>Due in-class: Near-Final Draft of Paper</p>
Mar 28	Business (Presentation Week)	<p>Offermann, L. R., Kennedy Jr, J. K., & Wirtz, P. W. (1994). Implicit leadership theories: Content, structure, and generalizability. <i>The Leadership Quarterly</i>, 5(1), 43-58.</p> <p>Heslin, P. A., & Vandewalle, D. (2008). Managers' implicit assumptions about personnel. <i>Current Directions in Psychological Science</i>, 17, 219-223.</p> <p><u>Additional:</u></p> <p>Murphy, M. C., & Dweck, C.S. (2010). A culture of genius: How an organization's lay theories shape people's cognition, affect, and behavior. <i>Personality and Social Psychology Bulletin</i>, 36, 283-296.</p>
April 4	Health Beliefs (Presentation Week)	<p>Hauser, D., Nesse, R. M., & Schwarz, N. (2017). Lay theories and metaphors of health and illness. In <i>The science of lay theories: How beliefs shape our cognition, behavior, and health</i>. Retrieved from http://www-personal.umich.edu/~nesse/Articles/Hauser-Nesse-Schwarz-Metaphors%202016.pdf</p> <p>Bunda, K., & Busseri, M. A. (2017). Lay theories of health, self-rated health, and health behavior intentions. <i>Journal of Health Psychology</i>, 1359105316689143. Online access.</p> <p><u>Additional:</u></p> <p>Burnette, J. L. (2010). Implicit theories of body weight: Entity beliefs can weigh you down. <i>Personality and Social Psychology Bulletin</i>, 36(3), 410-422.</p> <p>Due: Final Grant Proposal, online by 11:59pm</p>

Academic Integrity

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University of Toronto's *Code of Behaviour on Academic Matters* outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

Scholastic Dishonesty:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. In this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask me.

Disabilities

Academic accommodations are available for students with disabilities who are registered with AccessAbility Services (<http://www.utsc.utoronto.ca/~ability/>). Students who register and utilize the AccessAbility services will not be identified on their transcript as receiving accommodations. Information disclosed to the service is confidential and is disclosed only with the student's permission. Students in need of disability accommodations should schedule an appointment with me early in the semester to discuss appropriate accommodations for the course. There is little to nothing that I can do for you *after* an assignment.

Missed Term Work due to Medical Illness or Other Emergency

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2.) **Appropriate documentation** to verify your illness or emergency, as described below.

Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated

end date, and severity of illness. The physician's registration number and business stamp are required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- In the case of a **disability-related concern**, if your desired accommodation is within the scope of your Accommodation Letter, please attach a copy of your letter. If your desired accommodation is outside the scope of your Accommodation Letter (ex. if your letter says "extensions of up to 7 days" but you need more time than that) you will need to meet with your consultant at AccessAbility Services and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM

Exceptions to the documentation deadline will only be made under exceptional circumstances. If you are unable to meet this deadline, you must email Keely Hicks (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Attach scans of your documentation.

Within approximately one week, you will receive an email response from your instructor detailing the accommodations to be made (if any). **You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.**

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Instructors cannot accept term work after April 12, 2019. Beyond this date, you would need to file a petition with the Registrar's Office to have your term work accepted (<https://www.utoronto.ca/registrar/term-work>).

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utoronto.ca/registrar/missing-examination>).