COURSE SCHEDULE

> Important: **ALL TIMES EASTERN** - Please see the [University Policies](#) section of your Course Outline for details

> **NOTE:** Students can earn an additional bonus 4% by taking part in the **Experiential Learning Bonus Credit**. More information on this option can be found under Activities and Assessments. If you plan to earn this bonus, you should start this process early in the term.

Week	Module	Activities and Assignments	Due Date	Weight (%)
1 & 2 (Jan. 9-23, 2023)	[Module 1: Situational Influence](#) [Module 2: Social Psychology Research Methods Primer (*Optional)](#)	Module 1 [Quiz](#)	Monday, January 23, 2023, 11:55 PM	2%
		[Welcome Survey](#)	Friday, January 27, 2023, 11:55 PM	1%
3 (Jan. 24-30, 2023)	[Module 3: Conformity, Social Norms, and the Psychology of Culture](#)	Module 3 [Quiz](#)	Monday, January 30, 2023, 11:55 PM	2%
		Groups for the [Group Assignment](#) will be created. Meet with your group this week to create your [Group Contract (DOCX)](#)	Wednesday, February 1, 2023	
4 (Jan. 31-Feb. 6, 2023)	[Module 4: Social Cognition](#)	Module 4 [Quiz](#)	Monday, February 6, 2023, 11:55 PM	2%
		[Group Contract (DOCX)](#) ⧉	Wednesday, February 8, 2023, 11:55 PM	4%

5 & 6 (Feb. 7-27, 2023)	Module 5: The Self	Module 5 Quiz	Monday, February 27, 2023, 11:55 PM	2%
		Group Assignment Proposal	Monday, February 27, 2023, 11:55 PM	8%
Reading Week (Saturday, February 18, 2023 to Sunday, February 26, 2023)				
7 (Feb. 28-Mar. 6, 2023)	Module 6: Attitudes and Persuasion	Module 6 Quiz	Monday, March 6, 2023, 11:55 PM	2%
8 (Mar. 7-13, 2023)	Module 7: Attraction and Close Relationships	Module 7 Quiz	Monday, March 13, 2023, 11:55 PM	2%
		Group Assignment: Revise Proposal, Respond to Instructor/TA Feedback on Proposal, and submit Work Progress Report	Monday, March 13, 2023, 11:55 PM	3%
9 (Mar. 14-20, 2023)	Module 8: Stereotyping, Prejudice, and Stigma	Module 8 Quiz	Monday, March 20, 2023, 11:55 PM	2%
10 (Mar. 21-27, 2023)	Module 9: Groups, Social Identities, and Intergroup Conflict	Module 9 Quiz	Monday, March 27, 2023, 11:55 PM	2%
11 (Mar. 28-Apr. 3, 2023)	Module 10: Altruism	Module 10 Quiz	Monday, April 3, 2023, 11:55 PM	2%
		Group Assignment: Final Project Posted in Showcase Discussion Forum and Dropbox Submission	Monday, April 3, 2023, 11:55 PM	27.5%
		Verify that you can access PEAR. Contact tech support for assistance if necessary.	Monday, April 3, 2023, 11:55 PM	
12 (Apr. 4-10, 2023)	Module 11: Aggression	Module 11 Quiz	Monday, April 10, 2023, 11:55 PM	2%
		Peer and Self Evaluations on Contributions to Group Assignment	Monday, April 10, 2023, 11:55 PM	7.5%
		Self-Reflection Paper	Monday, April 10, 2023, 11:55 PM	5%

	Experiential Learning Bonus Credit	Monday, April 10, 2023, 11:55 PM	4% (Bonus)
Final Examination: April 17, 2023 (7:00 AM) - April 20, 2023 (7:00 AM)			**24%**

TIME MANAGEMENT

There are 11 modules in this course, divided over 12 weeks. A few of the modules are a little larger, containing more content than others. For those modules, the quiz due dates have been shifted back to provide you with a little more time to do a careful reading of those modules.

Weeks 1 and 2 have you reading **Module 1. Situational Influence** (one of the larger modules) and **Module 2. Social Psychology Research Methods Primer** (an optional, but still suggested reading). The first quiz will cover only Module 1.

CONTACT INFORMATION

ANNOUNCEMENTS

You are expected to check **Announcements** on the **Course Home** page on a regular basis. To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

DISCUSSIONS

This course has two discussion topics that students are encouraged to use throughout the term to engage with other students, the instructor, and TAs. Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.

A General Discussion topic has been made available to allow you to communicate with your peers in this course. This is a place for students to engage in discussion about course-related topics. The instructor will post announcements throughout the term connecting social psychological concepts to current events and inviting students to join the discussion about these topics in the **General Discussion** topic.

The Ask the Facilitator topic is for all course-related questions. Please do not email the instructor with content or assignment related questions, but rather post your question in this discussion topic so other students can benefit from your question and the instructor's or TA's answers.

CONTACT US

Who and Why	Contact Details
	Post your course-related questions to the **Ask the Facilitator** discussion topic. Doing so allows other students to benefit from your question as well.
Instructor and TAs	**Questions of a personal nature** can be directed to your instructor.
• Course-related questions (e.g., course content, deadlines,	Instructor: Dr. Cameron Smith crgsmith@uwaterloo.ca

- assignments, etc.)
- Questions of a personal nature

Your instructor regularly checks email (please **include "253" in the subject line**) and the **Ask the Facilitator** discussion topic and will make every effort to reply to your questions within 24 on weekdays (and within 48 hours on weekends and holidays).

Assignment-related questions should be sent to your respective Teaching Assistant.

Microsoft TEAMS

- Questions about TEAMS

helpdesk@uwaterloo.ca

For instructions on how to use Microsoft TEAMS, see Microsoft Office 365.

Technical Support, Centre for Extended Learning

- Technical problems with Waterloo LEARN
- Technical problems with PEAR

learnhelp@uwaterloo.ca

Include your full name, WatIAM user ID, student number, and course name and number.

Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).

IST Knowledge Base: For Students

Learner Support Services, Centre for Extended Learning

- General inquiries
- Examination information

Student Resources

extendedlearning@uwaterloo.ca

Include your full name, WatIAM user ID, student number, and course name and number.

COURSE DESCRIPTION AND LEARNING OUTCOMES

COURSE DESCRIPTION

I like to think of social psychology as the science of empathy. Empathy involves taking another person's perspective on a situation to try to understand how that person's thoughts, feelings, and behaviours might represent sensible responses to their situation as they perceive it. Social psychologists' theories and research findings provide us with conceptual tools that enrich our capacity to get inside other people's heads and appreciate the social forces that they are responding to.

Behaviours that seem puzzling or paradoxical begin to make sense when we use the tools of social psychological analysis to understand situations from the other person's perspective. Indeed, in this course we will apply social psychological concepts to resolve a number of intriguing puzzles and along the way we will answer questions such as:

- How can our desire to avoid making an awkward scene lead us to carry out an authority figure's immoral commands or go along with a reckless crowd?
- Why can a traditional norm persist in a community despite the fact that the majority of people who publicly follow that norm no longer privately endorse it?
- How can a person's need to rationalize their past commitments lead them to persist on a course of action even when it no longer serves their interests?
- Why are victims less likely to receive help when many bystanders are present than when a single bystander is present?
- In what ways can befriending a person from another group help to undo prejudice towards that group?
- Why do individuals and societies that claim to value human rights continue to perpetrate violent oppression against minority groups?
- Why are people extraordinarily compassionate when they observe a single victim's tragedy even while they ignore mass tragedies that have hundreds of thousands of

victims?

In this course the readings and activities will emphasize experimental social psychological research on a variety of topics including:

- understanding stuational pressures that lead us to obey unjust authorites and censor ourselves when we disagree with the majority in a group,
- examining how we form impressions of other people,
- investigating the structure of attitudes and the strategies for persuading people to change their attitudes,
- understanding how stereotypes and prejudices form and why they persist,
- exploring how people cope with stigma and discrimination,
- examining the dynamics of intergoup hostility and aggression,
- investigating the roots of social and political polarization,
- explaining the sources of interpersonal attraction and the value of close relationships,
- and exploring what motivates people to engage in selfless acts of altruism.

Important features of the course:

- There are many opportunities for you to get feedback on your learning through **Check and Reflect** and **Try and Apply** concept checks. These interactive questions are embedded in the learning modules and are a core aspect of this course. It is critical that you click for feedback and check your responses as the feedback sometimes contains content that may not appear elsewhere in the course. Skipping these questions will result in missing some core content and knowledge that will be tested in the quizzes and final examination.
- A major feature of the course is a **group assignment** that gives you the opportunity to collaborate with other students to apply your knowledge of social psychology in creative ways to solve practical problems that are of interest to you. The work that you will do to apply these concepts will help you to think about those concepts more deeply and explore the relevance of social psychology to the real world.
- The process of working collaboratively on the group project will also provide many

opportunities to observe some of the group processes and social dynamics that you learn about in this course in your interactions with your collaborators. In a **reflection paper** assignment you will record and analyze examples where you observed various social psychological processes influencing the dynamics of your work group.

LEARNING OUTCOMES

By the end of this course students will be able to

- recognize subtle social influences on behaviour in everyday situations,

- use social psychological concepts to analyze events in your own life,

- apply social psychological concepts to address real world problems,

- detect biases, such as prejudices, that influence everyday judgment and decision-making,

- analyze world events and societal trends from a social psychological perspective,

- critically evaluate commonsense explanations of social phenomena

This online course was developed by Richard Eibach, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.

ABOUT THE COURSE AUTHOR

COURSE AUTHOR — RICHARD EIBACH

Richard Eibach

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Educational Background

Richard was educated at Cornell University where he received his BA in 1998 and his PhD in Psychology in 2003.

Current Research

Richard is a social psychologist who studies the connections between self-perceptions and social judgment. His research focuses on such topics as how visual imagery relates to self-perception, the influence of ideology and group interests on perceptions of social justice, and how people experience and express intersectional identities.

Philosophy of Teaching

Richard's philosophy of teaching aligns with the constructivist theory of learning, believing that learning is an active process in which students construct new ideas or concepts based upon their current and past knowledge.

Hobbies/Interests

Richard is an avid reader. He especially enjoys reading social histories that focus on periods of cultural transition and studies of social movements. Richard is currently a member of the Waterloo Region Crime Prevention Council which fosters public awareness of root causes of crime and promotes community-based action to create sustainable change.

Family

Richard is married to Steven Mock, a developmental psychologist and faculty member in UW's Recreation and Leisure Studies program. Richard and Steven are the proud uncles of a niece and two nephews.

MATERIALS AND RESOURCES

TEXTBOOK(S)

Required

There are no required textbooks for this course. All journal articles (listed on module landing pages) are in **Course Reserves**.

COURSE RESERVES

[Course Reserves for Students](#) are used in this course. Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

RESOURCES

Library services for [Co-op students on work term and students taking online courses](#)

GRADE BREAKDOWN

The following table represents the grade breakdown of this course.

	Activities and Assessments	Weight (%)
Self-Assessment	Within-module Check and Reflect Questions and Try and Apply Questions	Ungraded
	Welcome Survey	**1%**
	Experiential Learning Bonus Credit	**4% (Bonus Credit)**
Assignments	**Social Psychology Intervention Group Assignment** • Group Contract (4%) • Project proposal (8%) • Response to TA/Instructor feedback on proposal (3%) • Final project submission (27.5%) • Peer and Self evaluation (7.5%)	**50%**
	Self-Reflection Paper	**5%**
Quizzes and Exams	**End of Module Quizzes (each quiz is 2%)**	**20%**
	Final Exam (online, open-book, 40 multiple choice)	**24%**

OFFICIAL GRADES

Official Grades and Academic Standings are available through [Quest](#).

COURSE AND DEPARTMENT POLICIES

COURSE POLICIES

Independent work on quizzes

All quizzes involve independent work. The answers that you submit to quizzes should be your own independent work without any collaboration or discussion with others. If you have questions about any of the content of the quizzes these should be directed to the TAs or the course instructor, not to other students or anyone outside the course. Also, after you complete the quiz it is not permissible to share the answers with other students or anyone else. The quiz contents and answers belong to this course and you may not share or distribute them to others without the instructor's permission.

Deadlines for assignments and quizzes

All assessments must be submitted by the scheduled deadlines to receive credit. Any assessments that are submitted after their scheduled deadlines will not be graded unless an extension was approved by the course instructor to accommodate a documented extenuating circumstance.

Accommodation for course requirements

 Students requesting accommodation for course requirements (assignments, quizzes, final exams, etc.) due to illness should follow the procedures described in the 'University Policies' section of the syllabus

In the case of a missed final exam, see the accommodations described in 'University Policies' section of the syllabus.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their

academic advisors regarding their personal difficulties.

Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#) ⬀.

DEPARTMENT POLICIES

Informal resolution of conflict

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Department Chair (Heather Henderson) is available for consultation and to mediate a resolution between the student and instructor:
Email: hhenderson@uwaterloo.ca ⬀; Ph 519-888-4567 ext. 31597

If informal resolution is not possible then the issue may proceed to the grievance and appeals stage as described in the University Policies section of the syllabus.

Using official UW email

Students are responsible for all e-mail that is sent to the official uWaterloo email address. Check e-mail regularly for important and time sensitive messages. **See [Statement on official student e-mail address](#) ⬀ for further details e.g., procedures and warnings regarding forwarding e-mail to other accounts.**

University Policies

Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#).

Accommodation Due to Illness

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

SELF-DECLARED ABSENCES FOR UNDERGRADUATE STUDENTS

Undergraduate students have the option to self-declare a short-term absence during the formal lecture period by following the [Undergraduate student short-term absences](#) process outlined by the Registrar's Office.

MISSED ASSIGNMENTS/TESTS/QUIZZES

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#).

Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

MISSED FINAL EXAMINATIONS

Contact your instructor as soon as possible if you are unable to fulfill academic requirements due to illness or other extenuating circumstances.

Further information about Examination [Accommodations](#) is available in the Undergraduate Calendar.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.**

Undergraduate students should see the Academic Integrity Tutorial and graduate students should see the Graduate Students and Academic Integrity website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the Office of Academic Integrity.

Turnitin

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Turnitin® at Waterloo

Discipline

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances, (other than a petition) or Policy 71 - Student Discipline, may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and

Grievances, Section 4. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Final Grades

In accordance with Policy 46 - Information Management, Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to Quest to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

AccessAbility Services

AccessAbility Services, located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the Accessibility for Ontarians with Disabilities Act (AODA) are guided by University of Waterloo accessibility Legislation and policy and the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) 2.0. The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about Desire2Learn's Accessibility Standards Compliance.

Use of Computing and Network Resources

Please see the Guidelines on Use of Waterloo Computing and Network Resources.

Copyright Information

UWaterloo's Web Pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author and the University of Waterloo, unless otherwise stated. By accessing this course, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt, or change in any way the content of these web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo, Centre for Extended Learning.

Other Sources

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If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca.