

PSYCHOLOGY 253: SOCIAL PSYCHOLOGY (WINTER 2013)

Lectures & location

Mondays and Wednesdays 2:30-3:50 pm in Arts Lecture Hall 116

Instructor

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Office hours: Mondays & Wednesdays 4:00-4:30pm and by appointment

Teaching assistants	Office	Hours	Email	Contact for students:
Amanda Wudarzewski	PAS 4221	Tue: 1pm-2pm	awudarze@uwaterloo.ca	Last names A-G
Jeffrey Hughes	PAS 3045	Tue: 10am-11am	j4hughes@uwaterloo.ca	Last names H-L
Libby Berry	PAS 3252	Wed: 11am-12pm	eberry@uwaterloo.ca	Last names M-S
Megan McCarthy	PAS 3265	Thu: 1pm-2pm	m5mccart@uwaterloo.ca	Last names T-Z

➔ Please include the number “253” in the subject line of all course-related emails. ⬅

*One challenge in a large course is the limited number of individual interactions with your instructors. I encourage you to ask me questions in lecture, come to my office hours, and offer constructive feedback about the course. **If you wish to ask questions via email, please always email the appropriate TA, based on your last name.** This is a learning experience for them, and the TAs get very few chances to field questions in this course. They will forward questions to me as needed. I prefer that you participate by asking questions in class or coming to my office hours to ask questions. You may attend **any** of our office hours.*

Course description

This course provides a detailed overview of classic and contemporary topics in social psychology. Social psychology is the scientific study of the way ordinary people think about, feel, and behave in social situations. It involves understanding how people influence, and are influenced by, the others around them. Lectures and readings emphasize findings from experimental research on such topics as conformity to social norms, attitudes and persuasion, stereotyping and prejudice, the experience of social stigma, social judgment and person perception, emotional and motivational influences on social perception and behaviour, goals and self-control, aggression and social conflict, trust and cooperative behaviour, culture and ideology, and the psychological determinants of well-being and human flourishing.

This course is designed to help you:

- Gain an understanding of the basic concepts and theories in social psychology
- Appreciate social psychology as an empirical, data-driven scientific enterprise
- Critically evaluate social psychology research methodology and theory
- See connections between social psychology and yourself, your relationships, and your social world
- Apply social psychology principles to behaviour in the clinic, courtroom, and global community

Required reading

Textbook: Myers, D. G., Spencer, S. J., & Jordan, C. (2012). *Social psychology (5th Canadian edition)*. McGraw-Hill. (It is available at the UW campus bookstore and abbreviated MSJ in list of readings.) Please note that the 5th Canadian edition of MSJ is the official textbook for this course; the 4th edition is not an acceptable substitute. Students are **not** required to purchase eConnect, although it is included with the textbook if purchased new.

Book review options: For the book review assignment each student will select and read **one** of the following recently published popular press social psychology books (available at the UW campus bookstore):

- Steele, C. M. (2010). *Whistling Vivaldi*. New York: Norton.
- Gilbert, D. (2006). *Stumbling on happiness*. New York: Knopf (or Toronto: Vintage Canada, 2007).
- Christakis, N. A., & Fowler, J. H. (2009). *Connected*. New York: Back Bay Books.

A few copies of the Myers et al. textbook and book review books are on reserve at Porter Library.

Exams and book review assignment

Assessment includes two midterm tests and a cumulative final exam, a book review, and a book quiz. All tests will consist of multiple-choice questions covering material from lectures and assigned readings. Review sessions will occur prior to tests and be announced in class and on LEARN.

Students will read one book listed above, then submit a 5-page book review *and* complete a book quiz on LEARN by 11:59 pm on Friday, March 22nd. Book review grading criteria will be presented in class and on LEARN. No late reviews will be accepted (except as noted above): Late reviews will receive a grade of 0.

If an illness or emergency affects exam attendance or book review/quiz submission, it is your responsibility to inform the instructor and teaching assistants of your illness **by the exam date or the book review/quiz due date**, respectively, and provide documentation in a timely manner. Consistent with UW policy on missed assessments and assignments, if there is undue delay or insufficient documentation, the instructor reserves the right to refuse an extension or makeup. The timing of the makeup exam is at the discretion of the instructor.

Grading

The midterm tests and final exam will be weighted so that your highest score counts the most toward your final grade and your lowest score counts least. With this weighting, if you do well throughout the semester it takes some pressure off the final exam, and if you don't do as well as you would have liked throughout the semester then it gives you a chance to "redeem yourself" on the final.

Each student still must **pass the final exam** (i.e., mark $\geq 50\%$) to pass the course: The final is **not** optional.

Multiple-choice tests: **75%**

- Highest grade: 35%
- Median grade: 25%
- Lowest grade: 15%

Book review: **20%**

Book quiz: **5%**

Research experience: **+4%**

Course website and email

Lecture slides, course dates, and announcements will be posted on LEARN (<https://learn.uwaterloo.ca>). Book quizzes and book review submissions will be administered via LEARN. Any changes to the schedule of lectures and assigned readings will be posted on LEARN. It is students' responsibility to check LEARN and their official university email address on a regular basis for course updates.

Note that the posted slides are just an outline for lectures and won't make much sense without lecture to put them in perspective. Thus, although I do not take attendance, I strongly discourage attempting to get by with the notes and the book without lectures.

Concerns about the course or instructor (informal stage)

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 Associate Chair for Undergraduate Studies (Myra Fernandes) is available for consultation and to mediate a resolution between the student and instructor. Students can contact Dr. Fernandes at mafernan@uwaterloo.ca or extension 32142.

Course schedule*

(MSJ = Myers, Spencer, & Jordan, 2012)

<i>DATE</i>	<i>TOPIC</i>	<i>READINGS</i>
Week 1	Welcome and Introduction	
Jan. 7	The mission: Introduction	Course syllabus
Jan. 9	The method: How we do social psychology	MSJ Chapter 1
Week 2	Social Cognition	
Jan. 14	Social judgment	MSJ Chapter 3
Jan. 16	Attribution and person perception	MSJ Chapter 3
Week 3	The Social Self	
Jan. 21	Self-perception	MSJ Chapter 2
Jan. 23	Self-deception	MSJ Chapter 2
Week 4	Attitudes and Persuasion	
Jan. 28	Connecting attitudes to behaviour	MSJ Chapter 4
Jan. 30	Changing attitudes and behaviour	MSJ Chapter 5 (to p. 180)
Feb. 4	Midterm 1	
Week 5	Extreme Persuasion and Inoculation	
Feb. 6	Cults and commitment	MSJ Chapter 5 (from p. 181)
Week 6	Situational Influence	
Feb. 11	Conformity and obedience	MSJ Chapter 6
Feb. 13	Social norms	MSJ Chapter 6
Feb. 18-22	Reading week (no lectures)	
Week 7	Group Influence	
Feb. 25	Performance in groups	MSJ Chapter 7
Feb. 27	Effects of leaders and minorities	MSJ Chapter 7
Week 8	Prejudice, Stereotyping, and Stigma	
Mar. 4	Prejudice: Disliking others	MSJ Chapter 11
Mar. 6	Targets of prejudice: Being disliked	MSJ Chapter 12
Mar. 11	Midterm 2	
Week 9	Trust and Peacemaking	
Mar. 13	Conflict and conciliation	MSJ Module A
Week 10	Altruism and Aggression	
Mar. 18	Helping others	MSJ Chapter 8
Mar. 20	Hurting others	MSJ Chapter 9
Mar. 22	Book review & book quiz due	
Week 11	Attraction and Close Relationships	
Mar. 25	Friendship and attraction	MSJ Chapter 10
Mar. 27	Love, closeness, and well-being	MSJ Module B
Week 12	Applications and Conclusions	
Apr. 1	Social psychology and law	MSJ Module C
Apr. 3	Sustainability and flourishing	MSJ Module D
Apr. 11-25	Final exam during final exam period	

* Lecture and reading schedule subject to change; it is your responsibility to check LEARN for the readings and current schedule.

Research experience marks: Information and guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this; article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Because experiential learning is highly valued in the Department of Psychology, students may earn a “bonus” grade of up to 4% in this course through research experience. Course work will make up 100% of the final mark and a “bonus” of up to 4% may be earned and will be added to the final grade if/as needed.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics. All studies for credit must be completed by April 7, 2013.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements: purpose or objectives of the study, dependent and independent variables, expected results, references for at least two related research articles, provisions to ensure confidentiality of data, contact information of the researcher should the student have further questions about the study, and contact information for the Director of the Office of Research Ethics.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30 minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15 minutes of participation. Researchers will record students' participation and report the total credits earned by each student in this term.

How to participate?

Study scheduling, participation, and grade assignment is managed using the SONA online system. Students enrolled in this course have been set up with a SONA account. You must get started early in the term.

Sona instructions, dates, deadlines: <http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo>

➔ **Please read this website carefully before asking the instructor or REG Coordinator about REG.** ⬅

More REG information is available at <http://www.arts.uwaterloo.ca/~regadmin/regparticipant>

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to write short reviews (1½ to 2 pages) of research articles relevant to the course. Each review article counts as one percentage point. Articles must come from one of these journals:

- *Journal of Personality and Social Psychology*
- *Journal of Experimental Social Psychology*
- *Personality and Social Psychology Bulletin*

To receive credit, you must follow specific guidelines. The article review must:

- Be submitted by April 3, 2013. Late submissions will **NOT** be accepted under **ANY** circumstances.
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify psychological concepts in the article and indicate pages in the textbook that are applicable.
- Clearly evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect (e.g., misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning), identify the error and its implications for the validity of the article.

Academic Integrity

An effective learning environment is one in which we can openly engage in dialogue and trust one another in our academic exploration. Such an environment requires a firm foundation of academic integrity. Integrity matters: I take it seriously and expect that you will also. In keeping with the University of Waterloo's policies and principles, you are expected to promote **honesty, trust, fairness, respect, and responsibility** in this course. No plagiarism or cheating will be tolerated.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

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, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts' grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity>

Turnitin.com: Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course. To opt out of Turnitin, you must notify the instructor by February 15, 2013, so that alternative arrangements can be made.

Accommodation for Students with Disabilities

Note for students with disabilities: I strongly support all of the university policies for accommodating students with physical or learning disabilities. The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, 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 accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term. Please provide me with necessary documentation as soon as possible.