

Renison University College
Social Psychology
Psychology 220R, Winter 2012

Section 1: Tuesday and Thursday, 11:30am-12:50pm, REN 2106

Section 2: Tuesday and Thursday, 2:30pm-3:50pm, REN 2106

Professor: Dr. Denise Marigold

Email: Through D2L website

Office: Founders 2607

Office Hours: Mondays and Wednesdays, 2:00-3:00pm (or by appointment)

Course Overview: The purpose of this course is to introduce you to research in the field of social psychology. Topics include: prejudice, stereotyping, attraction, attitudes, the self, prosocial behavior, persuasion, and others. The textbook is broad and general, while the lectures will cover more specific issues, especially recent experimental and theoretical approaches.

Required text: Myers, D. G., Spencer, S. J., & Jordan, C. *Social Psychology*, Fourth Canadian Edition.

Recommended: Online study guide: www.mcgrawhill.ca/college/istudypsychology/

Requirements:

Tests. There will be three tests throughout the term, worth 30%, 30%, and 25% respectively. Tests are not cumulative. They will include multiple-choice and short-answer questions.

Reflection paper. There will be one writing assignment worth 13%.

Research participation. The remaining 2% of your grade will be based on participation in research. You can also earn an additional 2% in bonus marks. More detailed information appears later in this syllabus.

Reflection Paper

The purpose of this assignment is to deepen your knowledge of the concepts from the course and practice applying them. You may choose any topic(s) covered in the course and explain how the social psychological concepts discussed in lectures and the textbook can be applied to yourself, to a friend or family member, to someone you work with, or to a team or group of which you are a part. For example, you could write about how some principle(s) described in class could bias people's hiring decisions in your workplace, expand your understanding of material from other courses, influence decisions about post-graduation plans, or improve relationships. You should cover three different topic areas in your paper. Your paper should be 3-5 pages long, double-spaced with 12-point font and one-inch margins.

The marking scheme will take into account:

- The choice of appropriate concepts from the course
- Clear and correct explanation of the concepts
- Application of the concepts to the chosen topics
- The clarity of writing

Due date: Thursday, March 22. No late assignments will be accepted.

Proposed Schedule of Classes

Date	Lecture	Topic	Textbook
Jan 3	1	Introduction	
Jan 5	2	Research Methods	Ch 1
Jan 10	3	The Self in a Social World 1	Ch 2
Jan 12	4	The Self in a Social World 2	Ch 2
Jan 17	5	Social Beliefs & Judgments 1	Ch 3
Jan 19	6	Social Beliefs & Judgments 2	Ch 3
Jan 24	7	Behaviour & Attitudes	Ch 4
Jan 26		Test 1 (30%)	
Jan 31	8	Persuasion	Ch 5
Feb 2	9	Conformity	Ch 6
Feb 7	10	Group Influence	Ch 7
Feb 9	11	Culture & Gender	Ch 8
Feb 14	12	Culture & Gender	Ch 8
Feb 16	13	Altruism	Ch 9
Feb 21 & 23		No class (Reading Week)	
Feb 28		Test 2 (30%)	
Mar 1	14	Guest Lecture	
Mar 6	15	Aggression	Ch 10
Mar 8	16	Attraction & Intimacy 1	Ch 11
Mar 13	17	Attraction & Intimacy 2	Ch 11
Mar 15	18	Stereotyping and Prejudice 1	Ch 12
Mar 20	19	Stereotyping and Prejudice 2	Ch 12
Mar 22	20	Social Psychology in the Clinic Reflection Paper Due	Module B (489-509) & D (533-539)
Mar 27	21	Social Psychology in Court	Module C
Mar 29		Test 3 (25%)	

Notes/Policies:

- 1) **Website:** Please check the LEARN website regularly. I will post announcements, lecture slides, grades, etc. Lecture slides will be posted by 5pm the day before lecture to help you with your note-taking. However, I recommend that you take your own notes as much as possible; research shows that people have greater memory for the material when they take their own notes.
- 2) **Attendance:** To succeed, attend all lectures. Tests will be approximately 50% lecture material, and I will present a great deal of material not covered in your textbook and expand on important points in the text.
- 3) **Accommodation for Illness or Unforeseen Circumstances:** The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html. Students may take make-up tests if they inform me in advance that they will be unable to take the test (whenever possible) and have verifiable evidence of a medical problem.
- 4) **Cell phone policy:** Ringing cell phones are a disruption during lecture, as is leaving the room to accept a cell phone call during class (even if the ringer is off). Cell phones must be turned off during lectures.
- 5) **Cross-listed course:** Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.
- 6) **Academic Integrity:**
 - 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://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>
 - 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://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>
 - 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://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>
 - Academic Integrity website (Arts):**

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (University): <http://uwaterloo.ca/academicintegrity/>

7) **Note for students with disabilities:** The Office for Persons with Disabilities (OPD), 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 OPD at the beginning of each academic term.

8) **Peace and Conflict Studies Students:** This course is recognized as a PACS Content Course that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. For information about doing a PACS concentration (Major, Minor or Option) visit:
<http://grebel.uwaterloo.ca/academic/undergrad/pacs/plans.shtml>.

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.

Since experiential learning is highly valued in the Department of Psychology, students may earn up to 2% of their final mark in this course through research experience (i.e., course work will make up 98% of the final mark and research experience will make up the other 2% for a maximum grade of 100%). In addition, for those students who wish to sample a wider range of these experiences, a further "bonus" of up to 2% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. **In total, students may add up to 4% to their final grade.**

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.

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
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation is worth 0.5 participation credits (grade percentage points) for each half-hour of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

Study scheduling, participation and grade assignment is managed using the [SONA](#) online system. All students enrolled in this course have been set up with a SONA account. It is VERY IMPORTANT that you get an early start on your studies. For detailed instructions on [when and how access your SONA account](#) and for a list of [important dates and deadlines](#) please, as soon as possible, click on:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

*** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ***

More information about the REG program in general 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 gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your instructor to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture in this course. 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 the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, 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, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.