

PSYCH 253: Social Psychology

University of Waterloo, Department of Psychology

Time/Location: Tuesdays 6:30 p.m. to 9:20 p.m. in AL 116

Instructor

Richard Eibach, Office hour: Wednesdays, 4:00-5:00 pm (or by appointment)

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Teaching assistants

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Course description

This course provides a detailed overview of classic and contemporary topics in social psychology. 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, cognitive, emotional, and motivational influences on social perception and behavior, goals and self-regulation, aggression and social conflict, trust and prosocial behavior, culture and ideology, and the psychological determinants of well-being and prosocial behaviour

Required text

Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2015). *Social psychology* (4th edition). W.W. Norton. (available at the UW campus bookstore and Porter Reserve desk).

Required articles (available on LEARN)

- 1) Eberhardt, J. L. (2016). *Strategies for change: Research initiatives and recommendations to improve police-community relations in Oakland, Calif.* Stanford University, SPARQ: Social Psychological Answers to Real-world Questions.
 - 2) Wallace, L., Johnson, V., Eberhardt, J. L., & Markus, H. (2016). *Principled policing training: Procedural justice and implicit bias.* Stanford University, SPARQ: Social Psychological Answers to Real-world Questions.
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Course requirements and assessment

The course grade will be based on three components:

- Midterm (35%)
- Application assignment (25%)
- Final exam (40%)

Application assignment description

The assignment involves reviewing and analyzing an application of social psychological theories and methods to research inequities in policing in Oakland, California and develop strategies to improve police-community relations. This research was conducted by a team of Stanford University social psychologists led by Dr. Jennifer Eberhardt. Readings by Eberhardt (2016) and Wallace et al. (2016) will provide background for this assignment. The assignment will involve answering questions that challenge you to assess how this project applied a social psychological approach to address a practical concern. Detailed guidelines for the assignment will be distributed at a later date.

Assignment submission guidelines

Completed assignments should be submitted as a text file (in MS Word or PDF format) to a drop box on LEARN no later than 11:00 pm on the due date. Late submissions will NOT be accepted and will be marked 0.

Midterm and final exam

The Midterm and Final exam will cover material from both the lectures and the assigned readings. Review sessions for the exams will be scheduled on an evening before each testing session. Dates, times, and locations of review sessions will be announced in class and on LEARN.

SCHEDULE OF LECTURES, READINGS, ASSIGNMENTS & TESTS

Jan. 9 - Introduction & situational influence (Ch. 1, pp. 3-40; Ch. 2, pp. 41-66)

Jan. 16 – Introspection, self-perception, & social comparison (Ch. 3, pp. 67-108)

Jan. 23 – Social cognition & attribution (Ch. 4, pp. 109-154; Ch. 5, pp. 155-194)

Jan. 30 – Emotions (Ch. 6, pp. 195-228; Module 1, pp. 556-567)

Feb. 6 - Attitudes & self-deception (Ch. 7, pp. 229-266; Module 2, pp. 568-583)

Feb 13 – Midterm plus gender & sexuality

Feb. 20 – Reading Week

Feb. 27 – Stereotyping, prejudice, & stigma (Ch. 11, pp. 395-444; Module 3, pp. 584-599)

March 6 - Group processes, ideology, & extremism (Ch. 12, pp. 445-486)

March 11 - Application assignment due (Module 4, pp. 600-620; Eberhardt 2016; Wallace et al., 2016)

March 13 – Persuasion & social influence (Ch. 8, pp. 267-302; Ch. 9, pp. 303-346)

March 20 – Attraction & close relationships (Ch. 10, pp. 347-394)

March 27 - Aggression & social conflict (Ch. 13, pp. 487-522)

April 3 - Altruism & well-being (Ch. 14, pp. 523-555)

Course policies

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. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns About a Course Policy or Decision

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 Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

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 [Richard Eibach](#), the Associate Chair for Undergraduate Affairs who will provide further assistance.

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](#).

Accommodation for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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.

Accommodation for course requirements

Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
- seek medical treatment as soon as possible
- obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
- submit that form to the instructor within 48 hours. Students in Centre for Extended Learning (CEL) courses must submit their confirmation of the illness to CEL.
- (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:

- waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
- provide an extension.

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](#).

Mental Health Services

Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

Contact Health Services

[Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

Contact Counselling Services

[Needles Hall Addition, NH 2401](#)

Call 519-888-4567 x 32655 to schedule an appointment

counserv@uwaterloo.ca

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

Official version of the course outline

Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Sona and 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 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 to bring your final grade up to 100%.

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 been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course this term by participating in studies...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.

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 Chief Ethics Officer 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 in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

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. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** 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 is available at:

[REG Participants' Homepage](#)

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 TA 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 day of lectures](#). 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