



University of Waterloo

Winter 2013

COURSE NUMBER: Psych 220R, Section 3

Course Name: Social Psychology

Instructor: Daniel Nadolny

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Class Times/Location: Mondays and Wednesdays 4:00 pm to 5:20 pm, REN 0104

Office Hours: Tuesdays, 1:00-3:00 pm (or by appointment)

Course Description: The purpose of this course is to introduce you to research in the field of social psychology. Social psychology examines how and why we think, feel and do the things we do, focusing on how the situations and social contexts we find ourselves in shape our cognitions, affect and behavior. As we go through the course, it is my hope that you'll find the topics intellectually interesting, as well as informative for understanding yourself and the world around you. Topics that we'll cover 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.

Course Objectives: By the end of this course, students should be able to:

- Understand major social psychological methods, theories and findings
- Relate findings from social psychology to the surrounding world (such as current events)

Text: Myers, D. G., Spencer, S. J., & Jordan, C. *Social Psychology*, Fifth Canadian Edition.

Helpful but not necessary: Online study guide:

www.mcgrawhill.ca/college/istudypsychology/

Course Requirements:

Tests. There will be three tests throughout the term, worth 24%, 28%, and 28% respectively. Tests are not cumulative. They will include multiple-choice and short-answer questions.

Reflection paper. There will be one writing assignment worth 16%.

Research participation. The remaining 4% of your grade will be based on participation in research. More detailed information appears later in this syllabus.

Grading:

Test 1	24%	January 30 th , 2013
Test 2	28%	March 4 th , 2013
Test 3	28%	April 3 rd , 2013
Assignment	16%	March 27 th , 2013
Research participation	4%	Opportunities available through the term

Reflection Paper

The purpose of this assignment is to deepen your knowledge of the concepts from the course and practice applying them to what's going on in the world right now. Choose a current event (something going on in the world, not an article about research) that took place between January 1, 2013, and the due date of the assignment. Then discuss this current event in light of one or more concepts from the course. For example, you could choose news article about how a person was mugged in broad daylight and no one helped, and explain it in terms of the bystander effect. More information will be available later in the term. 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 concept(s) from the course
- Clear and correct explanation of the concepts
- Application of the concepts to the chosen topics
- The clarity of writing

Due date: Wednesday, March 27. Late assignments will have a penalty of 5%/day.

Notes/Policies:

D2L: Please check D2L regularly. I will post lecture notes, grades, and regular announcements for the class!

Attendance: To get the most from the course, it is best to attend all lectures. Tests will be approximately 50% lecture material, and I will present material not covered in your textbook and expand on important points in the text.

Cell phone policy: Please remember to turn off cell phones in the class. It disrupts the class for you, your classmates, and for me, so please remember to keep them off!

Final Examination Policy

For Winter 2013, the established examination period is April 11-25, 2013. The schedule will be available in February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final

examination time (see:
<http://www.registrar.uwaterloo.ca/exams/finalexams.html>).

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

SYLLABUS

Proposed Schedule of Classes

Date	Lecture	Topic	Textbook
Jan 7	1	Introduction	
Jan 9	2	Research Methods	Ch 1
Jan 14	3	Guest Speaker	
Jan 16	4	Field Assignment	(info will be on Learn)
Jan 21	5	The Self in a Social World	Ch 2
Jan 23	6	Social Beliefs & Judgments	Ch 3
Jan 28	7	Behaviour & Attitudes	Ch 4
Jan 30		Test 1 (24%)	
Feb 4	8	Persuasion	Ch 5
Feb 6	9	Conformity	Ch 6
Feb 11	10	Group Influence	Ch 7
Feb 13	11	Altruism: Helping Others	Ch 8
Feb 18 & 20		No Class – Reading Week	
Feb 25	12	Aggression: Hurting Others	Ch 9
Feb 27	13	Sources of Prejudice	Ch 11
March 4		Test 2 (24%)	
March 6	14	Consequences of Prejudice	Ch 12
Mar 11	15	Goals and Motivation	
Mar 13	16	Attraction & Intimacy 1	Ch 10
Mar 18	17	Attraction & Intimacy 2	Ch 10
Mar 20	18	Social Psychology in Conflict and Peacemaking	Module A
Mar 25	19	Social Psychology in the Clinic	Module B
Mar 27	20	Social Psychology in Court Reflection Paper Due	Module C
Apr 1	21	Social Psychology and the Sustainable Future	Module D
Apr 3		Test 3 (28%)	

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://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/>

Accommodation for Students with Disabilities:

Note for students with 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.

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 4% of their final mark in this course through research experience (i.e., course work will make up 96% of the final mark and research experience will make up the other 4% for a maximum grade of 100%). **However there are some restrictions on the types of studies that are eligible for credit in this course. Be sure to review the guidelines referred to later in this document.**

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.

Shared Expectations

In the first class we had a discussion for what our expectations should be for each other throughout the term. This list is based off of that conversation:

What you can Expect From Me <ul style="list-style-type: none">- I will be respectful and polite- I will be clear and concise- Breaking down terms- Clear expectations for grades- Fair and objective grading	What I can Expect From You <ul style="list-style-type: none">- That you will be respectful and polite- That you will tell me what you'd like explained more- Your attention while in class
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