

**Psychology 253: Social Psychology (Winter 2011)**

**Meeting times and location:** Mondays and Wednesdays 2:30-3:50 in Arts Lecture Hall 116

**Course staff:**

**Instructor:** Richard Eibach, Office: PAS 3052, **Email:** [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca), **Phone:** (519) 888-4567 x38790

**Office hours:** Mondays and Wednesdays, 4:30 pm to 5:30 pm

**Teaching assistants:**

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**Course description**

This course provides a detailed overview of classic and contemporary topics in social psychology. Course 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 behavior, goals and self-control, aggression and social conflict, trust and prosocial behavior, culture and ideology, and the psychological determinants of well-being and human flourishing.

**Required reading**

**Textbook:** Myers, D. G., Spencer, S. J., & Jordan, C. (2009). *Social psychology (4<sup>th</sup> Canadian edition)*. McGraw-Hill. (available at the UW campus bookstore). [Abbreviated as MSJ in the list of readings]

**Additional readings:** Four additional articles have been assigned and they will be available for downloading from the course webpage on UW-ACE (<https://uwangel.uwaterloo.ca/uwangel/>):

- 1) Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist*, 54, 462-479.
- 2) Gilbert, D. (2006, July 24). He who cast the first stone probably didn't. *New York Times*.
- 3) Gilbert, D. T., & Wilson, T. D. (2009). Why the brain talks to itself: Sources of error in emotional prediction. *Philosophical Transactions of the Royal Society of London, B*, 364, 1335-1341.
- 4) Keltner, D. (2004). The compassionate instinct. *Greater Good*, 1, 6-9.

**Exams**

Course grades will be based on two midterm exams (30% each) and one final exam (40%). All exams will consist of multiple-choice questions covering material from both the lectures and the assigned readings. Exam review sessions will be scheduled to take place on an evening before each exam. Dates, times, and locations of exam review sessions will be announced.

**UW-ACE**

All lecture outlines will be posted on the course UW-ACE site following each lecture. The UW-ACE site will also be used to post course announcements. UW-ACE can be accessed through the following link:

<https://uwangel.uwaterloo.ca/uwangel/>

**Schedule of lecture topics, readings, and exams (MSJ refers to the Myers, Spencer, and Jordan text)**

**Week 1: Introduction**

Jan. 5: Introduction (MSJ: Ch. 1, pp. 3-32)

**Week 2: Situational influence**

Jan. 10: Situational influence (MSJ: Ch. 6, pp.181-200)

Jan. 12: Social norms, conformity, and self-censorship (MSJ: Ch. 6, pp. 200-213)

**Week 3: Social cognition**

Jan. 17: Social judgment (MSJ: Ch. 3, pp. 71-92)

Jan. 19: Attribution and person perception (MSJ: Ch. 3, pp. 92-109)

**Week 4: Self-knowledge and its limitations**

Jan. 24: Introspection, self-perception, and self-deception (MSJ: Ch. 2, pp. 35-54)

Jan. 26: *Movie*

**Week 5: Motivation**

Jan. 31: Self-protection, self-enhancement, and meaning-maintenance motives (MSJ: Ch. 2, pp. 54-69)

Feb 2: **Midterm 1**

**Week 6: Emotions, automaticity, and self-control**

Feb. 7: Emotions (UW-ACE: Gilbert & Wilson article)

Feb. 9: Automaticity, goals, and self-control (UW-ACE: Bargh & Chartrand article)

**Week 7: Attitudes and persuasion**

Feb. 14: Attitudes (MSJ: Ch. 4, pp. 111-140)

Feb. 16: Persuasion and attitude change (MSJ: Ch. 5, pp. 143-179)

**Reading week Feb. 21-25**

**Week 8: Attraction, relationships, and cultural psychology**

Feb. 28.: Attraction and close relationships (MSJ: Ch. 11, pp. 371-413)

Mar. 2: Cultural psychology (MSJ: Ch. 8, pp. 255-292)

**Week 9: Group processes**

Mar. 7: Group processes and social identities (MSJ: Ch. 7, pp. 215-253)

Mar. 9: **Midterm 2**

**Week 10: Stereotyping and prejudice**

Mar. 14: Stereotyping (MSJ: Ch. 12, pp. 415-462)

Mar. 16: Prejudice and stigma

**Week 11: Ideology and social conflict**

Mar. 21: Ideology

Mar. 23: Extremism and social conflict (MSJ: Module A, pp. 464-483; Module C, pp. 510-526; UW-ACE: Gilbert article)

**Week 12: Aggression and altruism**

Mar. 28: Aggression and collective violence (MSJ: Ch. 10, pp. 331-369)

Mar. 30: Altruism and prosocial behavior (MSJ: Ch. 9, pp. 295-329; Keltner article)

**Week 13: Conclusion**

April 4: Well-being and the good society (MSJ: Module B, pp. 484-509; Module D, pp. 527-539)

## Accommodation Policies

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

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness  
Form: [http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- submit that form to the instructor within 48 hours.  
(preferably) 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 or midterm test, 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.

**The Official Version of the Course Outline** If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on ACE, the outline on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

**Accommodations 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.

**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 Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: [cellard@uwaterloo.ca](mailto:cellard@uwaterloo.ca) Ph 519-888- 4567 ext 36852

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. See Policy 70 and 71 below for further details.

## **Academic Integrity, Academic Offenses, Grievance, and Appeals**

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

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. [Check <http://www.uwaterloo.ca/academicintegrity/> for more informaton.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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. 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), <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](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm), 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), <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

**Academic Integrity website (Arts)**: [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

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

Graded final examination papers as well as unclaimed graded, essays, and midterm tests for this course will be kept in storage in the Psychology Department for a maximum of 16 months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential shredding procedures.

## 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 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 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 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 lecture. 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.