

Psychology 253: Social Psychology (Winter 2016)

Meeting times and location: Mondays and Wednesdays 10:00–11:20am in Arts Lecture Hall (AL) 116

Course staff:

Instructor:

Richard Eibach, Office: PAS 3053, Email: reibach@uwaterloo.ca, Phone: (519) 888–4567 x38790; Office hours: Tuesdays and Thursdays, 3:30–4:30pm

Teaching assistants:

Jane Klinger, office: PAS 3240H, email: jklinger@uwaterloo.ca

Alexander Tran, office: PAS 3265, email: a85tran@uwaterloo.ca

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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-control, aggression and social conflict, trust and prosocial behavior, culture and ideology, and the psychological determinants of well-being and prosocial behaviour

Required reading

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

Exams

Course grades will be based on two midterm tests (30% each) and one final exam (40%). The midterms and the final exam will cover material from both the lectures and the assigned readings. The final exam is not cumulative. Review sessions will be held on an evening before each test/exam. Dates, times, and locations of these review sessions will be announced.

LEARN

All lecture outlines will be posted on the course's LEARN site following each lecture. The LEARN site will also be used to post course announcements.

Schedule of lecture topics, readings, and exams

(Note: All reading assignments refer to the Gilovich, et al. textbook)

Week 1:

Jan. 4: Introduction (Ch. 1, pp. 3–40)

Jan. 6: Situational influence (Ch. 2, pp. 41–66)

Week 2:

Jan. 11: The social self (Ch. 3, pp. 67–108)

Jan. 13: Egocentrism and perspective-taking

Week 3:

Jan. 18: Social cognition (Ch. 4, pp. 109–154)

Jan. 20: Attribution and person perception (Ch. 5, pp. 155–194)

Week 4:

Jan. 25: Midterm 1

Jan. 27: Emotion (Ch. 6, pp. 195–228)

Week 5:

Feb. 1: Attitudes (Ch. 7, pp. 229–266)

Feb 3: Persuasion (Ch. 8, pp. 267–302)

Week 6:

Feb. 8: Goals and motivational processes (Module 2, pp. 568–583)

Feb. 10: Self-deception

Reading week Feb. 15–19

Week 7:

Feb. 22: Social norms and social influence (Ch. 9, pp. 303–346)

Feb. 24: Midterm 2

Week 8:

Feb. 29: Attraction and close relationships (Ch. 10, pp. 347–394)

Mar. 2: Gender and sexuality

Week 9:

Mar. 7: Stereotyping (Ch. 11, pp. 395–433)

Mar. 9: Prejudice and stigma (Ch. 11, pp. 434–444; Module 3, pp. 584–599)

Week 10:

Mar. 14: Group processes (Ch. 12, pp. 445–486)

Mar. 16: Ideology and social justice (Module 4, pp. 600–620)

Week 11:

Mar. 21: Extremism and social conflict (Ch. 13, pp. 487–502)

Mar. 23: Aggression (Ch. 13, pp. 503–522)

Week 12:

Mar. 28: Altruism and prosocial behavior (Ch. 14, pp. 523–555)

Mar. 30: Well-being and the good society (Module 1, pp. 556–567)

Accommodation Policies

Students 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 uWaterloo [Verification of Illness Form](#)
- submit that form to the instructor within 48 hours.
- (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:

1. 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
2. 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.

Note 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.

Official version of the course outline

The outline on LEARN will be deemed the official version.

Course information: Students are responsible for all e-mail that is sent to the official UW email address. Check e-mail regularly for important and time sensitive messages. See "[Official Student E-mail Address](#)" for further details (e.g., procedures and warnings regarding forwarding e-mail to other accounts)

Academic Integrity, Academic Offenses, Grievance, and Appeals

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](#).

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.

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](#).

Other sources of information for students:

[Academic Integrity website \(Arts\)](#)

[Academic Integrity Office \(UWaterloo\)](#)

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 (Richard Eibach from July 1, 2015 through June 30, 2016) is available for consultation and to mediate a resolution between the student and instructor. Contact information: Richard Eibach Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

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.

Extra Credit for Participation in Psychology Research:

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 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.

Denial of access to studies: Completing studies that you have signed up for!

It is very important that you complete the studies that you have signed up for. For Lab studies this means showing up for the scheduled appointment. For Online studies this means completing the survey before the deadline that is posted in the timeslot. Please note that a study sign-up is a firm commitment to the researcher running the study so if you cannot keep the lab appointment or complete the survey before the deadline, please cancel the Sign-Up or contact the researcher in advance. Failure to attend 3 (THREE) Lab and/or Online studies that you have signed up for without providing adequate prior notice to the researcher may result in denial of access to further studies. Details are provided on the FAQ page on your Sona account.

For information, instructions, help with login problems etc. please contact:

REG website: <http://www.arts.uwaterloo.ca/~regadmin/regparticipant>

REG Coordinator: regadmin@uwaterloo.ca

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to gaining experience in research by participating in studies, students may submit short reviews (1.5 to 2 pages) of research articles. Each review article counts as one percentage point. Your professor will specify a suitable source of articles for this course (i.e., scientific journals, newspaper, magazine, other printed media) and the article must relate to material that is covered in your course. You must contact your TA to get approval for the article you have chosen before writing the review. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before Monday April 5. 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.

Students may complete any combination of a) participation in research or b) article review up to a total of 4 credits (i.e., 4% grade).