

Social Psychology

Psychology 253R, Winter 2016

Section 2: Tuesday and Thursday, 2:30-3:50pm, REN 2918

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Office Hours: Mondays and Wednesdays,
1:00-2:00pm (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.

Course Goals and Learning Outcomes:

Through lectures, readings, videos, discussions, and class activities students will:

1. Become familiar with the range of topics that comprise the area of Social Psychology.
2. Understand the strengths and limitations of the methods of investigation used in Social Psychology.
3. Develop the ability to relate the findings of Social Psychology research to their own lives and to important issues in society and the world at large.
4. Learn to think critically about issues related to Social Psychology and the reporting of psychological research in the media.

Required Text

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

Recommended: Online study guide: <http://connect.mcgrawhill.com/selfstudy>

Course Requirements and Assessment

Tests. There will be three tests throughout the term, worth 28% (*January 28*), 28% (*March 3*), and 25% (*March 31*). Tests are not cumulative. Each test will include 40 multiple-choice and 2 short-answer questions.

Reflection paper. There will be one writing assignment worth 17%. More detailed information appears later in this syllabus.

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

Schedule of Classes

Date	Lecture	Topic	Textbook
Tues. Jan. 5	1	Introduction	Ch 1
Thurs. Jan. 7	2	Research Methods	Ch 1
Tues. Jan. 12	3	The Self in a Social World 1	Ch 2
Thurs. Jan. 14	4	The Self in a Social World 2	Ch 2
Tues. Jan. 19	5	Social Beliefs & Judgments 1	Ch 3
Thurs. Jan. 21	6	Social Beliefs & Judgments 2	Ch 3
Tues. Jan. 26	7	Culture & Emotion	
Thurs. Jan. 28		<i>Test 1 (28%)</i>	
Tues. Feb. 2	8	Behaviour & Attitudes	Ch 4
Thurs. Feb. 4	9	Behaviour & Attitudes	Ch 4
Tues. Feb. 9	10	Persuasion	Ch 5
Thurs. Feb. 11	11	Conformity	Ch 6
Tues. Feb. 16		Reading week	
Thurs. Feb. 18		Reading week	
Tues. Feb. 23	12	Group Influence	Ch 7
Thurs. Feb. 25	13	Altruism	Ch 8
Tues. Mar. 1	14	Aggression	Ch 9
Thurs. Mar 3		<i>Test 2 (28%)</i>	
Tues. Mar. 8	15	Attraction & Intimacy 1	Ch 10
Thurs. Mar. 10	16	Attraction & Intimacy 2	Ch 10
Tues. Mar. 15	17	Stereotyping and Prejudice 1	Ch 11
Thurs. Mar. 17	18	Stereotyping and Prejudice 2	Ch 12
Tues. Mar. 22	19	Social Psychology in the Clinic	Module B (475-495) & D (521-527)
Thurs. Mar. 24	20	Social Psychology in Court <i>Reflection Paper Due</i>	Module C
Tues. Mar. 29	21	TBD	
Thurs. Mar. 31		<i>Test 3 (25%)</i>	

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 your relationships. You should cover three different topic areas in your paper. Your paper should be 3-5 pages long, double-spaced, 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 24. No late assignments will be accepted.

Notes/Policies:

1) **Website:** Please check the LEARN website regularly. I will post announcements, lecture slides, grades, etc. Lecture slides will be posted 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. Students who attend all lectures do much better in this course than those who attend irregularly. Come on time, take notes with a pen and paper during the lecture, and do not fool yourself into thinking you are "attending" just because you are sitting there. Keep your mind focused on the material and free from distractions (see section on technology). You should also exchange contact information with a classmate for notes-sharing in case one of you have to miss a lecture.

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. If you must miss a test due to severe illness or other extenuating circumstances, the weight of that test will be spread across the other two tests.

4) **Technology regulations:** Laptop use during lectures for email, face-book, or other non-course related activities is not permitted. It is distracting for me and the other students (and you). Please wait for the break, or step outside the classroom if you need a social-media fix, or to call or message. Phones and other devices must be off during lecture. I recommend (and appreciate) no laptops at all during lectures. The temptation to distract yourself is too high and although students often (wishfully) think they can effectively multitask during lecture, in fact, empirical studies consistently show that students who use

laptops during class earn far lower grades than those who do not. Studies also show that pen-and-paper note-taking is more effective and leads to higher grades than laptop note taking.

Audio and video recordings of classroom lectures or activities must be approved by the professor prior to the beginning of the scheduled session. Recordings may only be used for individual study of materials presented during class and may not be published or distributed without the consent of the professor. Videos that contain images of other students may not be published or distributed without the consent of all students depicted in the video.

5) **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/>

6) **Note for students with disabilities:** The AccessAbility Services (AS) Office, located in Needles Hall, Room 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.

7) **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.

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>.

9) **Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin® in this course. Students will be given an alternative option if they do not want to have their assignment screened by Turnitin. Arrangements must be made in the first week of the course.

A respectful living and learning environment for all.

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.

2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.

3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.

4. If you experience or witness either harassment or discrimination, you may contact the Renison University College Harassment and Discrimination Officer at c7mcmillan@uwaterloo.ca (519-884-4404, ext. 28723).

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 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.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

[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 in general 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 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 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.