

PSY220H1F: Introduction to Social Psychology

“The person, the environment, and behavior exist in an interlocking relationship characterized by bidirectional causality.” – John F. Kihlstrom (2013)

Why do people do the things they do? This is a question that we all ask ourselves, and it is the question that lies at the heart of psychology. Cognitive psychologists explore this question by focusing on cognitive processes, biological psychologists explore this question by focusing on biological processes, and – lo and behold – social psychologists explore this question by focusing on social processes: How are our thoughts, feelings, and behaviours influenced by *other people*?

A man and his young son in Jaipur, injured in a major road accident, sat on the road next to the bodies of his wife and infant daughter for an hour, desperately in need of assistance, but nobody stopped to help.
(taken from <http://www.ndtv.com>, April 15 2013)

Sadly, we all know that stories like this happen every day. Why would the individuals driving by this scene not stop to help? Maybe they were cruel, heartless people. Maybe they were good people, but so preoccupied that they didn't notice the scene before them. Maybe they assumed that help was already being offered, or perhaps that help wasn't actually needed in the first place. In all likelihood, the actions of the passersby were influenced by other people – the other people who failed to stop, the behavior of the man needing help, their thoughts about what other people they know might do in this situation, etc. Their behaviour (not stopping) then likely influenced the behaviour of those around them. These are the types of issues we will discuss in this class – how people, situations, and behaviour are all influenced by one another. As we discuss these ideas you will likely notice that it becomes more and more difficult to determine where ‘the situation’ stops and ‘the person’ begins. But that's what happens when knowledge expands – you realize that things aren't as simple as they once seemed!

Class Meets: Thursdays 10am-1pm in SS2102

Prerequisites: PSY100H1. It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you will be removed from the course. No waivers will be granted.

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Teaching Assistants

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Discussion Board & Email Communication:

Email should only be used for *private matters*, not for general questions about course content, policies, tests, etc. For these types of questions, please use the Piazza discussion board (<http://piazza.com/utoronto.ca/fall2016/psy220h1l0101/home> or follow the link on Blackboard). The TAs and course instructor will also monitor this board and provide answers when needed. Please note that use of this online forum is completely optional and no essential course information (e.g., test locations, other announcements) will ever be posted here – it is simply a place for asking (or answering) questions (or reading through what your classmates have asked and answered). Be sure to read Piazza's Privacy Policy and Terms of Use carefully. Take time to understand and be comfortable with what they say. They provide for substantial sharing and disclosure of your personal information held by Piazza, which affects your privacy. If you decide to participate in Piazza, only provide content that you are comfortable sharing under the terms of the Privacy Policy and Terms of Use.

IMPORTANT: Please remember to be professional and courteous when emailing your professors and TAs. Please keep in mind that I teach multiple classes and hundreds of students each semester – please use your utoronto email address and include “PSY220” in your subject line. I will generally respond within 24 hours, unless it is over a weekend or during a particularly busy time of year.

Required Materials:

- Textbook: *The Social Animal* (11th edition, 2011), by Elliot Aronson. New and used copies are available at the U of T Bookstore. It is also available as an e-book. The use of older editions is not recommended (this book was originally published in the 1970s, so the updates are extremely important!). If you choose to use an older edition, you do so at your own risk. The textbook is also available in Course Reserves at Robarts Library (3 hour loan).
- Assigned articles are available for download from Blackboard.

Learning Outcomes*

By the end of this course, you will be able to:

Goal 1: Knowledge

- Describe the major content areas in social psychology (e.g., social cognition) and define key terms associated with each (e.g., hindsight bias, attribution)
- Name some of the most influential social psychologists (both past and present) from each of the major content areas and describe their contributions to the field
- Provide examples of how social psychology has been shaped by the socio-political context
- Describe examples of relevant and practical applications of social psychological principles to everyday life

Goal 2: Scientific Inquiry & Critical Thinking

- Identify and navigate psychology databases and other legitimate sources of psychology information

- Describe the characteristics and relative value of different information sources (e.g., primary vs. secondary)
- Read and summarize general ideas and conclusions from psychological sources accurately
- Use the fundamental axioms/basic principles of social psychology to analyze novel situations
- Use psychology concepts to explain personal experiences and recognize the potential for flaws in behavioral explanations based on simplistic, personal theories
- Replicate or design and conduct a simple scientific study to test a hypothesis based on operational definitions

Goal 3: Ethical and Social Responsibility

- Understand and follow guidelines for conducting research in an ethical way
- Recognize potential for prejudice and discrimination in oneself and others
- Be tolerant of others' viewpoints, and recognize the importance of diversity in the classroom

Goal 4: Communication

- Construct arguments clearly and concisely using evidence-based psychological concepts and theories
- Craft clear and concise written communications to address specific audiences (e.g., lay, peer, professional)
- Write using APA style
- Seek feedback to improve writing quality resulting in multiple drafts
- Provide effective, useful feedback on the writing of your peers

Goal 5: Professional Development

- Develop enhanced self-regulation strategies (e.g., reflection, time management)
- Pursue and respond appropriately to feedback from others to improve performance

**These outcomes are based on the learning goals set forth in the APA Guidelines for the Undergraduate Psychology Major, version 2.0 (2013)*

Schedule

<i>Date</i>	<i>Major Topics</i>	<i>Class Preparation</i>	<i>Due</i>
Sept 15	Introduction to Social Psychology	Syllabus Ch. 1	
Sept 22	Conformity Research Methods & Ethics	Ch. 2 & Ch. 9	
Sept 29	Persuasion Social Norms	Ch. 3	
Oct 6	Social Norms (Cont.) Impression Formation	Schultz et al 2007 Ch. 4	Assignment worksheet due
Oct 13	Social Cognition	Ch. 4 Winkielman & Schwarz, 2001	
Oct 20	Test 1 (2 hours, 10:10 start)	See Blackboard for your test location	
Oct 27	Cognitive Dissonance	Ch. 5	
Nov 3	Attitudes & the Self	Lord, Ross, & Lepper, 1979 Kuhn & Lao, 1996	
Nov 10	Aggression & Violence	Ch. 6	Draft due to peerScholar
Nov 17	Prejudice	Ch. 7	Peer reviews due
Nov 24	Test 2 (2 hours, 10:10 start)	See Blackboard for your test location	
Dec 1	Friendship & Romance	Ch. 8	Final report due
TBA	Final Exam	Cumulative	

Note: PowerPoint slides, to aid in note-taking, will generally be posted to Blackboard the night before class.

Assessment

Tests & Exams (65%)

More specific information, as well as sample/practice questions, will be provided before each test.

Test 1 (Oct 20th) – 20%

Will be a mix of multiple choice and written response (e.g., short answer) questions.

Test 2 (Nov 24th) – 20%

Will be entirely multiple choice. Not cumulative.

Final Exam (December exam period) – 25%

Will be a mix of multiple choice and written response (e.g., short answer) questions. The exam is cumulative.

Assignment (35%)

Detailed information about the assignment (*Observational Study Assignment: Examining Social Psychology in the Real World*) can be found in a separate document on Blackboard (see “Assignment” folder)

Breakdown:

Assignment Worksheet (Oct 6th) – 5%

Peer Reviews & Reflection – 5%

Final Report (Dec 1st) – 25%

Class Policies**Missed Test Policy:**

If you miss a term test, you will receive a 0 unless I receive acceptable documentation (e.g., illness verification form, registrar’s letter) for your absence within a reasonable time frame (typically one week, *unless* there are extenuating circumstances). If you have an acceptable reason for missing the test, your marks will be reweighted such that the other term test and final exam will each be worth an additional 10% of your grade (i.e., term test 30% and final exam 35%). If you miss BOTH term tests for legitimate reasons, you have two options:

- (1) you can write a make-up test on December 8th, in which case the make-up test will be worth 30% of your grade and your final exam will be worth 35% of your grade, or
- (2) take *only* the final exam, which will be worth 65% of your grade. I recommend that you take the first option, but the choice is yours to make.

IMPORTANT: The make-up test is cumulative, though there is an emphasis on test 2 material. Information on the test time and location will be posted on Blackboard. There are no university classes or exams on Dec 8th, so if you need to write the test, it is up to you to make sure you do not schedule work or other appointments at this time.

NOTE: If you miss the final exam, I cannot help you. You will need to contact your *College Registrar’s Office* to file a petition for a deferred exam.

Late Assignment Policy:

All assignment are submitted online. Assignments submitted *within 10 minutes* of the deadline will not be penalized. Assignments submitted after this 10 minute grace period will be subject to an automatic 5% deduction per day (i.e., if you submit your assignment 25 hours past the deadline, 10% will be deducted from your mark). Late assignments may be submitted within 72 hours (3 days) of the deadline. After this point, you will receive an automatic zero on the assignment. Please note that your peer reviews **MUST** be completed on time, and that you **MUST** submit a draft of your own assignment in order to participate in the peer review process. If you fail to submit a draft and/or complete your peer reviews on time, you will receive a 0 for the peer review portion of your grade.

EXTENSIONS: Extensions on assignments will be granted only under very rare conditions, and will generally require supporting documentation. Requests for extensions **MUST** be made at least 24 hours before the assignment is due.

Academic Resources

Accessibility Needs

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978-8060;

<http://www.accessibility.utoronto.ca>

Writing

As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit

<http://www.writing.utoronto.ca/>. **NOTE: Writing Centres offer ONE-ON-ONE consultations – use the schedule above to book your appointments for the semester now!**

Academic Integrity and Plagiarism

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html).

Other Resources

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.asc.utoronto.ca/>)

Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>)

Health and Wellness Services (<http://healthandwellness.utoronto.ca/>)

Psychology Students' Association (<http://psa.psych.utoronto.ca/>)

Syllabus updated: August 25, 2016