

Psychology 253: Social Psychology (Fall 2016)

Meeting times and location: Mondays, Wednesdays and Fridays 11:30am – 12:20pm
Arts Lecture Hall (AL) 116

Instructor: Alex Tran, Office: PAS 3265, Email: alex.tran@uwaterloo.ca
Office hours: Mondays and Wednesdays, 3:30 – 4:30pm

Teaching assistants:

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Meeting times can be scheduled on an individual basis via email.

About emails:

Our main correspondence will be through emails. Your TAs and course instructor are people too! Please be considerate with your requests (e.g., emailing your TA several days in advance for a meeting, allowing a day or so for them to reply) rather than unreasonable (e.g., emailing your TA at 2am to request a meeting the morning before an exam). Also, please use your official uWaterloo emails when contacting the course instructor or teaching assistants to avoid any unnecessary confusion. Students are responsible for all e-mails that are sent to the official uWaterloo 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.

<http://ist.uwaterloo.ca/cs/uWaterlooITstudentguidelines.html>

Course description:

This course will provide a detailed overview of classic and contemporary topics in social psychology. Lectures will emphasize findings and details from classic experimental research on such topics as conformity to social norms, attitudes and persuasion, stereotyping and prejudice, threat and social stigma, social perception and behavior, goals, motivation and self-control, aggression and social conflict, trust and prosocial behavior, culture and ideology, and attraction, intimacy and close relationships. Lectures will also cover some of the most recent findings on these topics. These lectures will be supplemented with readings of classic social psychological experiments.

Required reading:

Myers, D., Spencer, S., & Jordan, C., (2015). *Social psychology (6th Canadian edition)*. McGraw-Hill Ryerson.

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. Each test will be a combination of multiple choice and short answer questions. 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 via LEARN.

Graded final examination papers as well as unclaimed graded 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. Note that these examination materials will not be returned to students.

LEARN:

All lecture outlines will be posted on the course LEARN page following each lecture. The LEARN page will also be used to post course announcements about review sessions as well as the final examination date (which is TBA).

Schedule of lecture topics, readings, and exams:

(Note: All chapter assignments refer to the Myers et al., 2015 ed. textbook)

Week 1:

Sep. 9: Introduction (No readings)

Week 2:

Sep. 12: Research methods in social psychology (Ch. 1, Pg. 3-31)

Sep. 14: The self in a social world (Ch. 2, Pg. 35-75)

Sep. 16: The self in a social world (Ch. 2, Pg. 35-75)

Week 3:

Sep. 19: Beliefs and judgements (Ch. 3, Pg. 77-119)

Sep. 21: Beliefs and judgements (Ch. 3, Pg. 77-119) | Last day to add classes

Sep. 23: Behaviour and attitudes (Ch. 4, Pg. 121-153)

Week 4:

Sep. 26: Behaviour and attitudes (Ch. 4, Pg. 121-153)

Sep. 28: Mid-Term 1 | Last day to drop classes without penalty

Sep. 30: Persuasion (Ch. 5, Pg. 157-193)

Week 5:

Oct. 3: Persuasion (Ch. 5, Pg. 157-193)

Oct. 5: Conformity (Ch. 6, Pg. 195-229)

Oct. 7: Conformity (Ch. 6, Pg. 195-229)

Week 6:

Oct. 10: Thanksgiving Holiday

Oct. 12: Study Break (No Lecture)

Oct. 14: Group influence (Ch. 7, Pg. 231-270)

Week 7:

Oct. 17: Group Influence (Ch. 7, Pg. 231-270)

Oct. 19: Altruism (Ch. 8, Pg. 273-307) | Final exams schedule to be released

Oct. 21: Altruism (Ch. 8, Pg. 273-307)

Week 8:

Oct. 24: Aggression (Ch. 9, Pg. 309-349)

Oct. 26: Aggression (Ch. 9, Pg. 309-349)

Oct. 28: Sources of Prejudice (Ch. 11, Pg. 397-425)

Week 9:

- Oct. 31: Sources of Prejudice (Ch. 11, Pg. 397-425)
Nov. 2: Mid-Term 2
Nov. 4: Consequences of Prejudice (Ch. 12, Pg. 427-450)
- Week 10:
Nov. 7: Consequences of Prejudice (Ch. 12, Pg. 427-450)
Nov. 9: Goals and motivation (Trope & Liberman, 2010; link provided on LEARN)
Nov. 11: Goals and motivation (McGregor et al., 2010; link provided on LEARN)
- Week 11:
Nov. 14: Social Neuroscience (Harmon-Jones & Allen, 1998; link provided on LEARN)
Nov. 16: Social Neuroscience (Robinson et al., 2010; link provided on LEARN)
Nov. 18: Attraction and Intimacy (Ch. 10, Pg. 351-395) | Last day to drop classes (W/D)
- Week 12:
Nov. 21: Attraction and Intimacy (Ch. 10, Pg. 351-395)
Nov. 23: TBA (Supplemental reading will be provided)
Nov. 25: Social Rejection Guest Lecture (Supplemental reading will be provided)
- Week 13:
Nov. 28: Web lecture: Morality (Supplemental reading will be provided)
Nov. 30: Perspective taking and egocentrism (No readings)
Dec. 2: Perspective taking and egocentrism (No readings) | Last day to drop classes
(W/F)
- Week 14:
Dec. 5: Exam Review session.

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 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.

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. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns About a Course Policy or Decision :

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 (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: 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 [72](#) below for further details.

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. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#)

Accommodation for Students with Disabilities:

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.

Accommodation for Course Requirements:

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:

- 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.

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 LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.