

## Social Psychology

<b>Tutor:</b> Dr. Jacy L. Young	<b>Class time:</b> 1:00-4:00
<b>Office:</b> AC447	<b>Classroom:</b> AC309
<b>Email:</b> jacy.young@questu.ca	<b>Course website:</b> moodle.questu.ca
<b>Office hours:</b> Mon-Thurs 10am-11am, Book a 15-minute appointment via <a href="https://calendly.com/jacyyoung/">https://calendly.com/jacyyoung/</a>	

*Note: This syllabus is a general plan for both course content and administrative procedures.  
I reserve the right to modify both of these things as necessary as the course unfolds.*

### Course Information

Welcome to Social Psychology! Among the big questions that we will explore in this class are: How do psychologists explain human social behaviour and cognition? What methods do psychologists use to gain this knowledge? What ethical considerations arise in social psychological research and theory? What are the implications and impacts of this knowledge on individuals and society?

### Course Description

How do psychologists understand human social behaviour and cognition? In this course we will survey the theories, methods, and findings of social psychology. In doing so, we will critically assess the basis and nature of social psychological knowledge and consider its implications. Among the topics that may be addressed: social perception and cognition, the self, social influence, conformity, attitudes and persuasion, prejudice and discrimination; implicit attitudes and bias; group conflict; interpersonal relationships; prosocial behaviour; and aggression.

Course Code: SOC 3306

### Course Objectives

- Understand a variety of methods used in social psychology research
- Gain familiarity with major social psychological theories of cognition and behaviour
- Explore the psychological dimensions of contemporary social issues
- Consider the implications of social psychological research and knowledge in the world

### Quest Learning Outcomes

*Higher-Order Thinking (HT)* – Students will assess the strengths and weaknesses of evidence, analysis, and interpretations offered in research and theoretical readings, synthesize evidence from different sources, and deploy evidence to support a particular perspective or argument.

*Integrated Learning (IL)* – Students will make connections across scholarly works and relate course ideas to real world contexts.

*Communication (C)* – Students will describe, synthesize, and convincingly present information from a range of different perspectives, for various audiences, in multiple styles, including visually, orally, and in written work.

*Multiple Perspectives (MP)* – Students will explore the lived experiences of others from multiple cultures, while examining influences on knowledge production.

*Self and World (SW)* – Students will reflect on course content and relate it to their own beliefs, values, and experiences, while considering the consequences of such in the world. They will also practice effective collaboration.

## Course Materials

All assigned course materials, including readings and detailed descriptions of assignments, are available on the course Moodle page. You are expected to come to each class with a copy of, and having done, the assigned reading for the day. This is a reading intensive course and you can expect to be reading 50+ pages of sometimes dense research or theory-based material per day. Start reading early!

## Mark Breakdown

Assessment	Learning Outcome	Type	Weight
Citizenship and Engagement	HT, IL, C, MP, SW	Individual	10%
Social Psychology Dictionary	C	Class	5%
Discussion Leadership	HT, IL, C, MP, SW	Pairs	10%
News Analysis	HT, IL, C, MP, SW	Group	15%
Article Club	HT, C, SW	Group	15%
Final Project	HT, IL, C, MP	Individual	
Proposal and Preliminary Bibliography			5%
Presentation			10%
Paper			30%

Full assessment details can be found on Moodle.

## Grades

Letter Grade	Percentage	Description
A	94-100	<b>Exceptional and outstanding performance.</b> Demonstrates an insightful grasp of the subject matter, takes initiative, and exceeds expectations.
A-	90-93	
B+	87-89	<b>Very good performance.</b> Demonstrates a solid grasp of the subject matter, or an excellent grasp in some areas balanced by a satisfactory grasp in other areas. Meets expectations. <i>Note:</i> Normally achieved by the largest number of students.
B	84-86	
B-	80-83	
C+	77-79	<b>Satisfactory or minimally satisfactory performance.</b> Demonstrates some grasp of the subject matter, or a solid grasp in some areas and a superficial grasp in other areas. Meets some, but not all, expectations.
C	74-76	
C-	70-73	
D	60-69	<b>Marginal performance.</b> Demonstrates a superficial grasp of the subject matter and/or fails to meet many expectations.
F	0-59	<b>Unsatisfactory performance.</b> Little grasp of the subject matter, fails to meet expectations, and/or fails to complete course components.

## Assessments

Assignments are to be submitted as Microsoft Word documents (Times New Roman, 12-point font, double-spaced, left-aligned) on Moodle, except where otherwise noted. Work submitted even 1-minute past deadline will be considered late. Late work will be penalized by 20% if submitted within 24 hours of the deadline and 40% if it is submitted within 48 hours. Late work submitted more than 48 hours after the deadline will receive a zero but must still be submitted to complete the course.

### *Citizenship*

There is an expectation for you to be a good class citizen. This includes, but is not limited to:

1. **Attending every class, arriving on time** each day, and **returning from break on time**.
2. **Not bringing food to class**. There is no food allowed in the classrooms. No exceptions. (Beverages are okay.)
3. **Responding to my emails**. Your emails to me need to be professional. (In other words, please have a greeting and sign your name!)
4. **Visiting the course Moodle site regularly**. This is where the syllabus, course readings, assignments, and rubrics are posted. It is also where any course changes will appear.
5. **Treating everyone in the class with respect**. This goes without saying, but I'm going to say it none-the-less. Everyone is in this class to learn (you included), which means that everyone is welcome to ask questions.
6. **Turning off your cellphone**. Better yet, leave your cellphone at home during class time.
7. **Using your computer for class related activities only**. This means that you are not to check your email, Facebook, Twitter, Instagram, or whatever else the kids are using these days.
8. **Handing stuff in on time**. Due dates are clearly marked in the syllabus and assignment descriptions. Write them down now so you are not surprised by them during the course.

Failure to adhere to any of the above will impact your Class Citizenship and Engagement mark.

### *Engagement*

Your participation in class discussions and activities is essential to the success of this course. In order to contribute meaningfully you need to have done all the readings **before class**. Come prepared and we can expect a great discussion and productive activities. Don't and class will be a flop.

As part of engagement you are required to **post one or more discussion questions** that engage with **at least two of the days' reading(s)** to Moodle by **10am each class day** starting on day 2 of the course. This question must engage with the content of the days' reading(s), not merely repeat or ask about factual information. Good questions involve analysis, synthesis, or evaluation. Making connections with previous readings and discussions is encouraged. When posting your questions on Moodle read over questions already posed by your classmates, make sure you are not duplicating questions that have already been asked, ensure that questions are being asked about all the readings assigned that the day, and build on previous questions with your question. More details about how other aspects of engagement will be assessed can be found on Moodle.

### *Discussion Leadership*

On the first day of class you will sign-up in pairs to lead class discussion(s) on one or more of the readings assigned on a given day. In total, you will be in charge of leading 60 minutes of class time. As part of your discussion leadership you and your partner must briefly summarize the reading (max. 5 minutes), lead a discussion on the reading with your classmates, and design an interactive activity that extends, applies, or otherwise enriches the material presented in the reading. Remember to focus on specific aspects of a reading during your discussion leadership. Pointing the class to a specific section of text that discusses an idea, describes a method, or interprets findings is a good practice to adopt. You will be evaluated on your ability to effectively summarize, foster discussion, and critique a reading, as well as the effectiveness of your activity in furthering class learning. By **10am the day of your Discussion Leadership** you must email me and let me know your planned activity and any (reasonable) supplies that

you require (e.g., markers, poster paper, tape). A Discussion Leadership Rubric, as well as resources to assist you in designing a class activity, can be found on the course Moodle site.

## Communication

When in doubt contact me sooner rather than later!

**Office hours and appointments:** I have set office hours for this course. Please schedule a 15-minute appointment during my office hours on Calendly (see the top of the syllabus for the Calendly url) or just drop by and to see if I am free. If you have missed office hours and want to come by my office, you are welcome to drop by, however I reserve the right to schedule an appointment at our earliest mutual convenience.

**Email:** I check my email regularly during the workday and will make my best effort to respond to you ASAP. If it is an emergency/urgent, please put this in the subject line of the email. I check my email infrequently on weekends, so you will have to wait longer for a response.

## Course Policies

### *Attendance*

Attendance at all class sessions is mandatory. If you need to miss a class for a medical or personal emergency, please be in touch with me ASAP. It is your responsibility to ensure that you obtain notes, handouts, etc. from any missed classes. Outside of documented emergencies, **two or more absences may result in an F in the course.**

### *What happens if I have a non-academic emergency?*

1. **You are sick:** get in touch with me ASAP. If you are going to miss more than two days of class, please bring a doctor's note.
  - a. Quest Health Services page: <https://questu.checkappointments.com/>
  - b. Howe Sound Clinic
2. **You have a personal emergency:** get in touch with me ASAP to let me know you are missing class. There are a number of resources on campus to help students:
  - a. Your floor representative and your village advisor
  - b. Email [counsellor@questu.ca](mailto:counsellor@questu.ca) for appointments with Campus Counsellors (M-F from 9-5)
  - c. Howe Sound Mental Health Service (1-800-785-7370)
  - d. Vancouver Coastal Health (1-604-892-6365)
  - e. Crisis Counselling and Suicide Prevention 24-hour crisis line (1-800-784-2433)

### *What happens if I'm having an Academic Emergency?*

I understand that course material can be very overwhelming. We have resources for you should you need help academically.

1. **Me!** Book an appointment or drop by to meet with me during my scheduled office hours. You can also reach out to me via email.
2. **Peer tutors at the Learning Commons:** Peer tutors at the Learning Commons are there to assist you with your Quantitative Reasoning and Rhetorical needs.

### *Academic Accommodation*

Students experiencing learning challenges are encouraged to meet with me to discuss their Academic Accommodation Plans. Please come talk to me about any accommodations by the end of day 2.

*Academic Integrity*

In accordance with the University policies on academic honesty (see Calendar for more details), plagiarism and cheating will not be tolerated in the course. Any offenses will be immediately reported to the Chief Academic Officer. The work you submit must represent your own intellectual efforts and use your own words.

*Important Dates/Other Questions*

In case you have any questions about important dates (drop-dates, etc), you can find this information on the portal under the registrar FAQ. Please feel free to come talk to me at any time and I will do my very best to help you!

## Schedule

*Note: Schedule is tentative and subject to change*

Date	Day	Topic	Readings and Due Dates
<b>Week 1</b>			
Mar 2	1	Introduction	Aronson & Aronson (2018), Adams et al (2019)
Mar 3	2	Methods and Aims	Young & Hegarty (2019), Fine (2016), Mortensen & Cialdini (2010)
Mar 4	3	Norms, Categorization, and Stereotypes	Schultz et al (2007), Hegarty (2017), Devine (1989), Wilton (2019)
Mar 5	4	Implicit Bias	Daumeyer et al (2019), Hahn & Gawronski (2019)
Mar 6	5	Narrative and Social Identity	Hammack (2008), Mahendran et al (2019), Neufeld & Schmitt (2019)
<b>Week 2</b>			
Mar 9	6	Identity and Activism	Uluğ & Acar (2019), Curtin et al (2016), Stuart et al (2018) <b>News Analysis Presentations</b> <b>Due: Presentation Visuals/Handouts &amp; Peer Evaluation Form (11:59pm)</b>
Mar 10	7	Crowds and Bystanders	Drury et al (2009), António et al (2018), Philpot et al (2019) <b>News Analysis Presentations</b> <b>Due: Presentation Visuals/Handouts &amp; Peer Evaluation Form (11:59pm)</b>
Mar 11	8	<b>No Class – Individual Meetings</b>	<b>Due: Final Project Proposal and Preliminary Bibliography (hardcopy)</b>
Mar 12	9	Conformity, Leadership, and Tyranny	Burger (2009), Nicholson (2011), Reicher & Haslam (2006), Haslam et al (2019)
Mar 13	10	In/Out Groups and Contact	Hamley et al (2020), Kotzur et al (2019), Dixon et al (2010)
<b>Week 3</b>			
Mar 16	11	Status Threat	Taylor Phillips & Lowery (2015), Major et al (2018), Knowles & Tropp (2018), Carriere et al (2019) <b>Due: Confirm Article Club Topic with Tutor (11:59pm)</b>
Mar 17	12	History and Ideology	Sibley et al (2012), Osborne et al (2017), Bonam et al (2019)
Mar 18	13	Ideology and Extremism	Banton et al (2019), Bai (2019), Forscher & Kteily (2020)
Mar 19	14	Article Club	<b>Due: Article Club Assignment (11:59pm)</b>
Mar 20	15	Wealth and Inequality	Kraus et al (2019), Davidai (2018), Sagioglou et al (2019)
<b>Week 4</b>			
Mar 23	16	Collective Action and Social Change	Droogendyk & Wright (2017), Bilali et al (2019), Selvanathan et al (2018), Hayward et al (2018)
Mar 24	17	Presentations	<b>Due: Presentation Visuals/Handouts (4pm)</b>
Mar 25	18	Presentations	<b>Due: Presentation Visuals/Handouts (4pm), Final Paper (4pm), Social Psychology Dictionary (4pm)</b>

A full list of course readings, including further suggested readings, is available on Moodle.