

PSYC345		Social Psychology		Winter 2020	
<b>Instructor:</b>	James Cresswell	<b>Lecture Location:</b>	Zoom (links to be distributed to the class via D2L)		
<b>Phone:</b>	410-2000 ext. 6904	<b>Lecture Days/Time:</b>	TR 11-12:15		
<b>Email:</b>	<a href="mailto:James.cresswell@ucalgary.ca">James.cresswell@ucalgary.ca</a> Jim.cresswell@ambrose.edu				
<b>Office:</b>	AD 155B				
<b>Office Hours:</b>	Tues/Thus 12:15-1:15 <a href="https://calendly.com/jim-cresswell/">https://calendly.com/jim-cresswell/</a>				

### Course Description

This course examines a broad range of key topics in social psychology. It is designed to help students to become familiar with the methods for studying social psychological constructs and the major theories in social psychology. Some of the topics to be covered include: understanding social influence, social cognition, attitudes, conformity, aggression, prejudice, altruism, and attraction.

### Extended Description

While people generally fancy themselves to make most of their decisions based on free choice and autonomous decision-making, the dynamics (i.e. forces and strains) of social groups shape human behavior to a great degree. This course is an introduction to how social groups and interpersonal processes shape our psychology and, ultimately, our behavior. It will revolve around the way that social groups can take hold of us and control our behavior. It is a survey of theories and research on topics such as attitudes and attitude change, person perception, attraction, pro-social behavior, aggression, applied social psychology and so on. In addition to focusing on the processes associated with groups and interpersonal processes, the course covers the history of the field and its relationship to disciplines such as sociology and anthropology. "Classic" experimental social psychology will be contrasted to social constructionist psychology, an interdisciplinary perspective that deals with groups and interpersonal processes. This contrast will involve a thorough discussion of important epistemological issues that undergird these approaches.

### Course Learning Outcomes

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Demonstrate an understanding of the central theory and findings in 'classic' experimental social psychology.	Exams, In-class quizzes	1	C
Demonstrate an understanding of the contrasting social constructionist psychology, which includes demonstrating a critical perspective on 'classic' experimental social psychology.	Critical Reflection paper	1, 2	I
Demonstrate understanding of the salient issues and difficulties pertaining to the study social psychology.	Exams, Critical reflection paper	2, 6	C
Demonstrate the ability to summarize contemporary research and theory.	Critical reflection paper	1, 5	C
Demonstrate the ability to articulate and defend one's position in written format.	Critical reflection paper	4	C

## Prerequisites

PSYC 200 and PSYC 201 (or equivalent) – Principles of Psychology I & II

## Required Text

The text is available in the University Bookstore.

Crisp, R., & Turner, R. (2014). *Essential social psychology* (3<sup>rd</sup> Ed.). Thousand Oaks: Sage. ISBN-10: 1446270777; ISBN-13: 978-1446270776

## Assessment Methods

Midterm Exam	30%	Feb 13
Final Exam	35%	TBD
In-class Chapter Quizzes	15%	Weekly
Critical Reflection Position Paper	20%	April 14

- The grades will be given according to a letter-based grading system and will be tentatively based on the University's normative expectations.

### Midterm Exam

The exam will be composed of short answer and multiple-choice questions. These exams will cover specific studies mentioned in the text and some prominent figures (pay attention to studies and dates). Students will be given a list of key terms and phrases that can be used as a study guide for the short answer questions. Without approved documentation, missed exams will not be accommodated.

### Final Exam Online

The final exam will be administered online through D2L from midnight April 20 to 11:59pm on April 22. Once you open the exam, you will have 24 hours to complete it. Like the midterm, it will be composed of short answer and multiple-choice questions. These exams will cover specific studies mentioned in the text and some prominent figures (pay attention to studies and dates).

- Multiple choice questions: Each student will be given multiple choice questions randomly selected from a bank of questions (there will be 5 questions per chapter).
- Short Answer Questions:
  - Two short answer questions pertaining to material since the midterm: There will be a bank of potential short answer questions and two questions pertaining to material studied since the midterm will be selected. Since the exam is essentially open-book, students will not be given choice about what questions they are required to answer. Students will be given a list of key terms and phrases that can be used as a study guide for the short answer questions.
  - One short answer question pertaining to material prior to the midterm: There will be a bank of potential short answer questions pertaining to the material discussed prior to the midterm. One short answer question will be selected from a bank of questions that covers this material. Since the exam is essentially open-book, students will not be given choice about what question they are required to answer. There is a list of essential terms/phrases from the material covered prior to the midterm that can be used as a study guide for the short answer questions.
  - Remember that good open-book short answers identify, define, and discuss a concept. Each question is worth 10 marks.
    - Defining the term/phrase involves providing the definition of the term and explaining what it means. Be sure to include the key points covered in the text and lectures. Be sure to define any jargon or technical terms.
    - Identifying the term/phrase involves explaining the context in which the concept is situated. Be sure to define any jargon or technical terms.
    - Discussing the term/phrase principle involves presenting evidence that you are doing more than just repeating something that you have memorized. To demonstrate that you are doing more than memorizing, consider one of the following kinds of discussions:

- Linking the term/phrase to other ideas/concepts in the course or to discussions about the concept presented in the textbook or class.
- Giving an example of how the term/phrase works in everyday life by linking it to a concrete illustration.
- Critically evaluating what you think about the term/phrase.

#### In-class Chapter Quizzes Using TopHat

Each of the quizzes will be composed of multiple-choice questions that cover the assigned readings. These quizzes will be taken during the lecture portion of the class every day. At points throughout the lecture, the instructor will pause and administer a question or two about content that will soon be covered. For example, as the instructor begins the new topic of physical needs in the lecture on Chapter 1, he would administer a short 1-2 question quiz **before** moving on to the topic. The grading for the quizzes will be as follows:

- At least 75% of Top Hat questions answered correctly = 15%
- At least 55% of Top Hat questions answered correctly = 11.25%
- At least 35% of Top Hat questions answered correctly = 7.5%
- At least 15% of Top Hat questions answered correctly = 3.75%
- Less than 15% of Top Hat questions answered correctly = 0%

Without approved documentation, makeup quizzes will not be accommodated.

#### TopHat Application

We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class, which is free for use by students at the University of Calgary. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. Watch D2L for instructions on signing up for TopHat.

#### On-line Adaptation of Chapter Quizzes Using TopHat

Starting March 17, 2020, the instructor will provide lectures using Zoom at the time scheduled for the regular class period. Students will be given a Zoom URL that opens a window in their browser and they can thereby attend the lecture remotely. In order to minimize background noise, students will be muted when they log into the Zoom virtual lecture. Asking questions and in-class discussions will proceed through virtual means but students will need to un-mute themselves in order to be heard. Because it can be distracting, please do not use the chat function in Zoom unless instructed to do so by the instructor. The Zoom lectures will be recorded and placed on D2L to accommodate people that have complicated schedules due to the current situation.

The security feature that prohibits students from logging into TopHat if they are not in the lecture will be disabled. Students will be able to log into TopHat in the same way that they log in when in the classroom. The class lecture will proceed in the same way as it did in person and students can follow along using TopHat. There will be online questions and online discussions mediated via TopHat similar to the in-person class. If students do not log into TopHat during the regular class period, there will not be opportunities to make up the questions that are missed. That is, the requirements stipulated for in-person lectures will continue to apply to the online lecture.

#### Critical Reflection Position Paper

The critical response papers require students to do the following: (1) choose one topic that is of interest from the course, (2) find at least 2 other peer reviewed articles on the topic, and (3) write a critical response paper that presents the topic and applies critical social psychology to the topic. These papers should be about 4 pages long and you should take a position for or against critical social psychology. This will be treated as a formal paper and you will be graded on grammar, logic, and clarity in addition to the accuracy of the content. The paper must adhere to APA style guidelines. Remember that any paper requires that you present and defend a thesis statement – note that descriptive thesis statements are generally inappropriate for a position paper. You have complete

freedom to decide on your thesis statement. The only restraint is that it must fit within the confines of the assignment. The papers are due on Tuesday, April 14 at 11:59 pm (MST) to the D2L dropbox. Without approved documentation, late papers will not be accepted.

### Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D range: *Marginally meets standards.*** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

**F grade: *Course standards not met.*** Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

### Tentative Lecture Schedule\*

Date	Topic & Readings	Important Notes
M Jan 6		Winter term begin, Block Week Courses (Jan 6-10)
T Jan 14	Syllabus	Winter Lectures Begin
R Jan 16	Introduction Ch. 1 – Crisp & Turner	Last day to drop Winter Term half-courses.
T Jan 21	Attribution	
R Jan 23	Ch. 2 – Crisp & Turner	Last day to drop a class without financial penalty
F Jan 24		Last day to add or swap a course
T Jan 28	Social Cognition & Attitudes	
R Jan 30	Chs. 3 & 4 – Crisp & Turner	
F Jan 31		Tuition Fee Deadline
T Feb 4	Social Influence	

R Feb 6	Ch. 5 – Crisp & Turner	
T Feb 11	Catch up and Review	
R Feb 13	<b>MIDTERM EXAM Chs. 1-5 of Crisp &amp; Turner</b>	
Feb 16-22	<i>Reading Week. No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>	
T Feb 25	Group Processes	
R Feb 27	Ch. 6 – Crisp & Turner	
T Mar 3	Self & Identity	
R Mar 5	Ch. 7 – Crisp & Turner	
T Mar 10	Prejudice and Intergroup Relations	
R Mar 12	Ch. 8 & 9 – Crisp & Turner	
T Mar 17	Aggression Ch. 10 – Crisp & Turner	
R Mar 19	CLASS CANCELLED	
T Mar 24	Aggression Continued Ch. 10 – Crisp & Turner	
R Mar 26	Prosocial Behaviour	
T Mar 31	Ch. 11 – Crisp & Turner	
R Apr 2	Affiliation & Attraction & Friendship & Love	
T Apr 7	Ch. 12 & 13 – Crisp & Turner	
R Apr 9	Writing tutorial	
F Apr 10		Good Friday
M Apr 13		Non-Instructional Day, University Open
T Apr 14	Catch up & Review	<b>Critical Reflection Position Paper Due</b>
W Apr 15		Last day of classes, last day to withdraw from winter semester
Apr 18-29	<i>Final Exam Period: FINAL EXAM Chs. 1-13 of Crisp &amp; Turner</i>	
Apr 30	<i>End of Term</i>	

\* Note: there will be quizzes for every lecture.

### Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 15, 2020**.

### Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

### Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom OF Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)  
**Student Union Faculty Rep.:** [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 23, 2020**. Last day for registration/change of registration is **January 24, 2020**. The last day to withdraw from this course is **April 15, 2020**.