

SOCIAL PSYCHOLOGY: SOCIOLOGY 341.01
FALL TERM 2010
[Please read carefully]

INSTRUCTOR: Dr. Bruce Arnold*
OFFICE: SS912
PHONE: 220-6508
OFFICE HRS: SS912 Monday & Wednesday 9:45-10:45AM
CLASS: ICT 122 MWF 11:00-11:50AM

Teaching Assistant/Associate: Nilima Sonpal-Valias
Office: SS
Phone: 403
Office Hours: Wednesday and Fridays 12:00-1:00

*** Instructor & TA does not use e-mail for course related correspondence.**

* For student study resources see <http://soci.ucalgary.ca/18/jfstud.htm>

* The instructor may make some changes to course deadlines, timing, format, and content.

* Concerns about evaluations and grades must be first put in writing, including the grounds and rationale for said concerns, and submitted to the instructor in advance of a meeting being scheduled at a mutually convenient time.

* Make up exams (e.g., with official medical documentation) dates and times will be at the discretion of the instructor during department scheduled times only).

Please read this syllabus carefully. Continued registration in this course serves as informed consent to course conditions, expectations, and evaluations, especially confidentiality issues. This course introduces students to the challenges and rewards of “inquiry-based” learning. Three inquiry based themes in this course are: (1) learning by doing, (2) applying social psychology to yourself and your life outside the classroom, and (3) course content is used as a vehicle for developing thinking and analytical skills.

Who are you? How do you know what you know? How can you know what you don't know? What is a good question? What is a good answer? What is an “individual” in our society? What part does the “society” in general or in specific situations play in each individual's thinking and behavior? Are you socially conditioned more than you realize? Are you the same as you were yesterday or last week? Why do you resist thinking and doing certain things a certain way? Why do you have certain feelings? How do we manage everyday contradictions and uncertainties? Why do we want to change but also stay the same?

We will investigate these and other questions within the framework of this course. It's quite one thing to read about social psychology but it can be quite a challenge to “do” social psychology. Students in this class will quickly realize they already, to some extent, “do” social psychology. We will endeavor to use students' experiences as a platform to study more formal aspects of sociological social psychology. In this process students will: (1) learn more about social psychology and more about themselves in relation to others in various environments; and (2) develop more critical thinking and

analytical skills that are transferable to situations and activities outside of this classroom. In this process students will focus on the social psychological perspective in the required text (Social Psychology Alive) but will also be responsible for alternative social psychological issues and perspectives introduced in the classroom to “rethink” the text materials. **This is a course about you!** *And, thinking about you is exciting but also challenging!*

Keeping in mind this is an introductory class to complex phenomena, some of the following topics, in addition to general “thinking skills”, will be offered for consideration:

- Social cognition
- Emotions and moods
- Perception (and other senses) & reality (vs. dreams?)
- Self & Identity
- Desires and resistance to change
- Attitudes
- Stereotypes
- Group dynamics
- Introduction to various social psychologies
- Objective and subjective dynamics of time and time management (we exist in time)

Lecture notes, outlines, and PowerPoint slides are not available on Blackboard. Students wishing to tape record lectures will need permission of the instructor. You will need to develop skills assessing, identifying key points in lectures and class media presentations for recording notes (notes and studying are also “ways of thinking”).

Student expectations: Students need to come prepared for each class. Students are expected to do all the readings and exercises on or by the required dates and to be prepared to respond to questions posed by the instructor. This class is a “learning community” and all members need to come prepared to class so as to participate and contribute to the learning process and objectives of this course. Individual students will be called upon during class for comments and demonstration purposes. Please see the instructor and TA just before or after class and or during office hours (appointments can be made for mutually convenient times). We are pleased to assist you during office hours and before and after classes as time permits.

We are using a **custom text** (available in U of C bookstore) specifically designed for this course so as to explore some of the multi-dimensional dynamics that are often excluded from introductory courses in social psychology. This course focuses on what we are already doing, including in the classroom, as social psychology. It is important that students keep a *flexible* and *open* mind to exploring new ways of thinking and behaviour that will arise throughout this course through the readings, assignments, and lectures blended into an inquiry-based pedagogy. As noted above students will be asked questions in class - and be required to do individual and small group exercises. Any and all

comments made in the classroom by students will be treated respectfully and kept within the classroom context.

Students are expected to conduct themselves in a professional, courteous, and encouraging manner to all course participants. This is large class so students will need to be aware that socializing during class is a distraction to many of their classmates and the instructor. **Please be considerate to others in this class.** Turn off your cell phones, avoid talking with classmates, and avoid non-course related use of laptops. Reading and class preparation guidelines (see Blackboard) will be provided by the first class, with some modifications during the term. See other university rules and regulations at the end of this syllabus. These are strictly enforced for the benefit and equal opportunity of all.

Evaluation: The approach to examinations and participation used in this course is used in all my courses. Over the years students who exercise responsible time-management skills and academic effort report this type of examination scheduling *very helpful*, as it is intended (e.g. no last minute cramming). It not only facilitates better understanding of course materials but the application of knowledge and *analytical thinking skills* to life outside the classroom. More information will be provided on a regular basis throughout the term.

All students will have equal opportunities for evaluation and no special arrangements will be made for any student without proper professional documentation (e.g. medical documentation clearly stating an illness has prevented a student from attending to their specific academic responsibilities). Some considerations may be made at the discretion of the instructor when advance notice is provided for legitimate reasons for not attending an exam. Otherwise, extensions will not be given. A deadline is a deadline. Students who may struggle with course materials are encouraged to see Dr. Arnold for assistance in class or during office hours as soon as possible or at another mutually convenient time. Students with special needs regarding writing exams please contact the instructor as soon as possible.

All components of this course must be completed when due within the conditions of this syllabus to receive a passing grade. See Exam Policies below (no exceptions).

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In class examinations: 1st Exam = 30% (announced one week in advance in class and on Blackboard)
2nd Exam = 30% (announced one week in advance in class and on Blackboard)
3rd Final Quiz – Wed. December 8th 10% (in class)
Research Essay assignment: 30% Due Wed. November 24th ONLY (in class only)

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| A+ | 91-100 |
| A | 85-90 |
| A- | 80-84 |
| B+ | 77-79 |
| B | 74-76 |
| B- | 70-73 |
| C+ | 67-69 |
| C | 64-66 |
| C- | 60-63 |
| D+ | 55-59 |
| D | 50-54 |
| F | 49-0 |

Due to class size course evaluation will place emphasis upon three primarily multiple choice examinations. They are **cumulative** so each exam will include questions from all materials and issues covered from the beginning of term. Examinations will draw from all materials used, presented, discussed, and or assigned in this course (non-cumulative). Students are expected to keep up-to-date with all course information and developments in class and on Blackboard. Managing course materials during and after class, including allocating time schedules to do so, are related to social psychological issues in this course: learn by doing. By going through this process you will learn new skills and enhance others that are directly transferable to other courses and your life outside the classroom.

It is important that all students be on “the same page” so as to better understand, investigate, participate in class, develop independent analytical skills, and integrate the various course components. The manner in which exam dates are announced is therefore to *encourage* all students to keep up with each other for the lectures, classroom exercises, to further develop time-management skills, and for students to experience and challenge their own social psychological cognitive habits.

Research assignment (30%): This is done over the course of the term beginning in the first week of classes. Each student will be responsible for undertaking a **55 full page double spaced (minimum)** research essay assignment to demonstrate their knowledge and understanding of course materials as well as their sociological “thinking” and “imagination” skills. Students will construct a **40 paged double spaced** (minimum, 50 to 60 pages is highly recommended) autoethnography (diary-like notes regularly kept during the course) during this course which will serve as the “data” for the essay. The additional **15** page research essay includes the application of course materials and issues to these notes – you are learning by doing social psychology - by applying it to your own life. Students from previous classes report this assignment a valuable learning experience for insights into social psychology and who they are. More information will be given during the course but it’s very important to start the note taking process as soon as possible (i.e. by the second week of classes). This assignment has three interdependent manifest and latent social psychological dimension: (1) the production of the autoethnography, (2) time-dependent issues – the “process” underlying the assignment, and (3) the production

of the final assignment that is to be handed in by all students on the due date (only). Time management is an essential component of this assignment. You will learn a lot about social psychology and your “self” through this assignment.

Q: Professor Arnold, what should I be writing about in my autoethnography?

A: You can write about anything but I don't give specific directions now as it would bias what you choose to write about. Don't worry; you can't avoid writing about yourself or social psychological issues. I won't leave you hanging and when the time is appropriate, I will give you lots of detailed instructions. Just start writing today – time is important for doing this assignment. However, write in sentences and paragraphs with the date of each entry at the top of each section. For this assignment, do not write poetry, use diagrams or any other substitutes for the page length requirements. Just get started today – you can do it!

The research essay analysis will be 15 double-spaced pages PLUS term data (default format settings, 12 font Times New Roman font). More details will be given during the course but note that this assignment, like the others, requires students to undertake the data collection, readings, and analysis on an ongoing basis. Please note: this is not an assignment that can be completed if left to the last few weeks of classes. All data used in this assignment will be kept strictly confidential and only made available to the teaching assistant/associate and Dr. Arnold for evaluative purposes. (except for specific child or elder abuse which everyone is required by law to report) For grading purposes students **MUST** include a self-addressed envelope with adequate postage assignment as the department and the instructor do not have storage facilities (more details during the course). The assignment will be mailed to you before the beginning of Winter term 2011.

In-Class assignment exercises: Students will be given assignment exercises (ungraded) to assist learning course materials and issues through application to day-to-day activities. These are helpful in preparing for examinations. There will be in class exercises throughout the term with most being submitted to the instructor or teaching assistant. Some will be individual while others team or small group exercises. Some web-based assignments will be posted on Blackboard. Students are encouraged to use the relevant on-line resources (which include study guides and practice exams) provided by Nelson Publishers (see textbook for info how to access these).

Teaching Assistant/Associate Role and Duties: Please note that Teaching Assistant/Associate duties are regulated by the contract between the Graduate Students' Association and the University of Calgary. Therefore, her role is to assist students, using an inquiry based or Socratic teaching methods, who may have questions about their understanding of course materials and or assignments. Ms. Nilima Sonpal-Valias' office hours are not to replace lectures. However, only Dr. Arnold is responsible for altering any assigned grades (see * at top of syllabus).

We look forward to your participation in this course and will be available throughout the term, during class and office hours, to assist you. Please note the instructor often does not use a microphone so please sit near the front of the class.

Required Reading, viewing etc.:

1. Social Psychology. Social Psychology 341: Custom Readings (available in U of C Bookstore) ISBN 0176466533 (this will include access to on-line resources).
2. Taking Charge of the Human Mind: Thinking, Feeling, Wanting.
Linda Elder & Paul Elder. The Foundation for Critical Thinking. (Available in U of C Bookstore)
3. How to Study and Learn: A Discipline (Using critical thinking concepts and tools)
Linda Paul & Richard Paul. The Foundation for Critical Thinking. (Available in U of C Bookstore)
4. Students will be expected to view and take notes for in-class videos in order to apply course materials to these forms of instruction and social psychological data.
5. Students are expected to check Blackboard regularly (daily is highly recommended) for materials and exam date announcements.

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Emergency evacuations:

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by *[check link to find assembly point for your building:* <http://www.ucalgary.ca/emergencyplan/node/75>]

Deferrals:

If at all possible you must provide *advance* notice to the instructor if you are unable to take a test or pass in an assignment or essay on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Sociology Department.

Please note that requests to defer a final examination or to defer term work past the end of a term go through the Undergraduate Programs Office (UPO) and must be processed by the deadlines that are established in the U of C Calendar. You can find the forms you need online:

Deferred Final Exam Application:

http://www.ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM_0.pdf

Deferred Term Work Form:

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

You must submit these deferral forms to the Faculty of Arts Associate Dean (Students) through the UPO office: Undergraduate Programs Office, 4th Floor, MacEwan Student Centre. Only the Associate Dean approves requests for deferrals which extend beyond the end of a term. Instructors are not involved in such decisions. To make an appointment with the Associate Dean, phone (403) 220-8155.

Ethics Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct: Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department main office. Written assignments must be returned to students individually, during class, or during the instructor's office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Safewalk: The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, phone 220-8237). Academic accommodation letters need to be provided to course instructors no

later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

Handing in papers outside of class, return of final papers, and release of final grades:

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant. Papers will not be accepted in the main Sociology Department office.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor's office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor's office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.