

Nov 11-09

**SOCIAL PSYCHOLOGY: SOCIOLOGY 341**  
**WINTER TERM 2010**  
[Please read carefully]

INSTRUCTOR: Dr. Bruce Arnold\*  
OFFICE: SS912  
PHONE: 220-6508  
OFFICE HRS: SS912 (TBA)  
CLASS: MWF 1:00-1:50 ICT 102

Teaching Assistant/Associate:  
Office: SS  
Phone: 403-220-  
Office Hours: TBA

**\* 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.**

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 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?

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
- Aggression and altruism
- Introduction to various social psychologies

Lecture notes, outlines, and PowerPoint slides are not available on Blackboard. Students wishing to tape record lectures will need permission of the instructor.

**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.

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).

In class examinations:            1<sup>st</sup> Exam = 30% (announced one week in advance in class and on Blackboard)  
   2<sup>nd</sup> Exam = 30% (announced one week in advance in class and on Blackboard)  
   3<sup>rd</sup> Final Quiz – Wed. April 14<sup>th</sup> 10% (in class)  
Research Essay assignment: 30% Due Monday, April 5<sup>nd</sup> (in class only)

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

Examinations (70%): Due to class size course evaluation will place emphasis upon three primarily multiple choice examinations. They will not be cumulative and will be worth 30%, 30% and 10% respectfully. 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.

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.

Participation: Students are required to bring 4 x 6 inch flash/recipe cards to each class and lined sheet paper. Students will be individually and in teams of two be given exercises in class that will be handed in at the end of the class. Come prepared to each class. These exercises are not graded but are designed to assist students in their understanding of the course materials, develop critical analytical thinking, and improve memory recall for course examinations. It also allows the instructor to use examples (anonymously) from real student experiences of social psychological issues.

Research assignment (30%): Each student will be responsible for undertaking a **65 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 **50 paged double spaced** (minimum) 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).

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. This is not an assignment that can be completed if left to the last week or two 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. 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).

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 his/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. She/he and Dr. Arnold will grade the final research essays. 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.

**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. Students are expected to check Blackboard regularly (daily is highly recommended) for materials and exam date announcements.
4. Students will need to bring 4 x 6 lined recipe/note cards to class (available in bookstore and office supply stores) and lined sheets of 8 x 11 sized paper.

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**Exam Policies:** You must provide advance notice to the instructor if you are unable to take an exam. All requests for deferral of an examination 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. Deferred exams may be allowed in the following circumstances: illness, domestic affliction or religious conviction. If you have missed an exam for a legitimate reason, you will be able to write a “make up” exam at a pre-arranged scheduled time. The date and location will be at the convenience of the Sociology Department and the instructor. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferred exam. Deferred exams will not be granted only if it is determined that just cause is not shown by the student.

**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:** cheating is regarded as a serious academic offense. Students are advised to consult the University Calendar, which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, class disruption 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. Term 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, telephone 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.**