

Course number: PSYC345

Course Name: Social Psychology

Winter 2021

Instructor:	James Cresswell, Ph.D.	Lecture Location:	TopHat: Online Lecture Activities D2L: Zoom links, Quizzes, Exams, and course support material
Phone:	403-410-2000 ext 6904	Lecture Days/Time:	Synchronous Zoom Tutorials Thursdays 11-12:20pm
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Office Hours:	As per appointment booked via www.calendly.com/jim-cresswell		

** Note about email: I do not leave email applications open, which means that I check it 1-2 times a day. I rarely check my email on weekends and evenings because it is much better for my mental health to draw this boundary. Please **do not** count on email to be a quick way to get in touch with me. I do respond to all email, but it can take up to 72 hours because of the volume of email that I receive.*

Email is a professional form of communication and I would appreciate polite correspondence. I tend to ignore email that is rude, inappropriate, or inquiries about points that I have already addressed. If you are writing an email that is longer than a few lines, it is much better to make a Zoom appointment with me (<https://calendly.com/jim-cresswell/>).

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

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.

Course Format

This course will use a hybrid format. The lectures about the content will be pre-recorded and available on TopHat along with lecture activities. There will be a tutorial live via Zoom on Thursdays from 11:00am to 12:20 pm. Attendance at the tutorial is optional and will be recorded and posted to D2L after class. More detail is listed below in the Tentative Lecture Schedule.

Prerequisites

Psychology 200 and 201

Required Text

Crisp, R., & Turner, R. (2020). *Essential social psychology* (4th Ed.). Thousand Oaks: Sage. ISBN 978-1-5264-0261-5; ISBN 978-1-5264-0262-2 (pbk)

- The third edition is also acceptable
- Available:
 - University Calgary Bookstore.
- E-text
 - AMAZON.CA (~\$50): https://www.amazon.ca/Essential-Social-Psychology-Richard-Crisp-ebook/dp/B082DLJ4QZ/ref=sr_1_1?dchild=1&keywords=essential+social+psychology+crisp&qid=1607019455&sr=8-1#
 - PUBLISHER (~\$45; you can rent it for \$35): <https://us.sagepub.com/en-us/nam/essential-social-psychology/book253918>

Additional Required Reading

Bhatia, S. (2018). Introduction: Decolonizing Psychology: Transnational Cultures, Social Justice, and Indian Youth Identities. In *Decolonizing Psychology* (pp. 1-20). Oxford University Press.

- Available on D2L

Hermans, H., & Kempen, H. (1998). Moving Culture: Perilous Problems of Cultural Dichotomies in a Globalizing Society. *American Psychologist*, 53 (1), 1111-1120.

- Available on D2L

Rosenthal, L. (2016). Incorporating Intersectionality Into Psychology: An Opportunity to Promote Social Justice and Equity. *American Psychologist*, 71(6), 474-485.

- Available on D2L

Rutherford, A. (2020). Doing Science, Doing Gender: Using History in the Present. *Journal of Theoretical and Philosophical Psychology*, 40(1), 21-31.

- Available on D2L

Assessment Methods

	Weight	Due Date
Pre-lecture quizzes	10%	Ongoing as per course schedule
Lecture Activities on TopHat	15%	Ongoing as per course schedule
Midterm Exam	20%	Fri Feb 26 at 11:59pm MST
Critical Reflection	25%	Fri Mar 19 11:59pm MST
Final Exam	30%	Fri Apr 23 11:59pm MST

Pre-lecture Quizzes (10% - on D2L)

For each chapter, there are quizzes that involve 3-6 multiple choice questions that cover the required reading and they must be completed BEFORE the recorded lecture and lecture activities become available. Each multiple-choice question is worth 1 mark and the amount of time that you have is not constrained by time limits. All of the quizzes are currently available for the entire course. Students are encouraged to complete these quizzes well in advance. Students are free to complete the pre-lecture quizzes whenever it works for them so long as they are completed by the due dates outlined in the course schedule below. Without instructor approval there will be no opportunity for make-up quizzes.

Lecture Activities (15% - on TopHat)

The class lectures will partly be run through TopHat. We will be using the Top Hat (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 questions and watch lectures using Apple or Android smartphones and tablets, or laptops. 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.

You can register for TopHat by simply visiting our course website: [https:// app-ca.tophat.com/e/431041](https://app-ca.tophat.com/e/431041)

Note: our Course Join Code is 431041

The lecture activities include a recorded lecture with quizzes and discussion questions that open after the pre-lecture quizzes close. The recorded lecture is interspersed with discussion questions and multiple-choice questions. Each multiple-choice question is worth 1 mark. Each discussion question is worth .5 marks. The instructor reserves the right to judge between meaningful and non-meaningful contributions (i.e. comments showing little thought or engagement) and remove the points awarded.

The Lecture Activities open after the Pre-lecture quiz closes (see course schedule below). For example, the pre-lecture quiz for chapter two closes at 11:59PM (MST) on Fri Jan 22 at 11:59pm and the Lecture activities for chapter two open at 12:01am on Sat Jan 23 at 12:01am. Students are free to complete the quizzes and lecture activities whenever it works for them so long as they are completed by the due dates.

Midterm (20%) and Final (30%) Exams (on D2L)

Each of the exams will be composed of short answer (1-2 questions per exam) and multiple-choice questions (about 5 multiple-choice questions per chapter). These exams will cover specific studies mentioned in the text and some prominent figures (pay attention to key studies and dates, not every study mentioned).

Students have been given a list of key terms and phrases that can be used as a study guide for the short answer questions. Short answers should include the following

1. Identification of the content (~1 paragraph):
 - Go to the slides and lecture about the concept in question
 - Read the textbook to identify additional material
 - Put together main points (do NOT rely on intuition or 'gist')
 - You should be able to include the technical (i.e. lecture/textbook) definition/main points AND be able to 'translate' these into common language.
2. Identification of the context (~1 paragraph):
 - Identify chapter and section of the lecture/textbook to not what 'big picture' topic is being discussed
 - Note any key notions that need to be identified or explained (e.g. jargon that someone outside psychology may not know)
 - You should be able to include the technical (i.e. lecture/textbook) definition/main points AND be able to 'translate' these into common language.
3. Develop a Critical Assessment (~1 paragraph): Appraise the content by comparing it to other material, testing it against your experience, or developing a better conceptual definition (do NOT simply assert claims – words like “think” involve critical assessment, not opinion). This component is graded evidence of the following components:
 - Provides a clear critical claim and reason for the claim.
 - Offers some sort of evidence supporting the idea (i.e., shows one is not just making something up).
 - Provides implications for the critical claim

Students will not know which question will be presented to them. Students will be given 24 hours to do the exam once they start it.

Note: this is an online exam. Do not expect points for showing the ability to copy and paste phrases from the notes or the textbook. You may not get marks just because you use a key phrase: terms need to be explained and used.

Here are the windows when the exams will be available:

1. The midterm exam will open on **Sat Feb 13 at 12:01am** and close on **Fri Feb 26 at 11:59pm MST**
2. The final exam will open on **Sat Apr 17 at 12:01am** and close on **Fri Apr 23 at 11:59pm MST**

Critical Reflection (20% - on D2L)

It is important for students to develop the capacity to engage in critical reflection and develop critical thinking skills. There are four critical perspectives that will be introduced in class: (1) Decolonial Psychology – Bhatia (2018); (2) Cultural Psychology – Hermans & Kempen (1998); (3) Intersectional Psychology – Rosenthal (2016) and (4) Feminist Psychology – Rutherford (2020). These perspectives will be reviewed during the tutorials.

The critical reflection require students to do the following:

1. Choose one topic that is of interest from the course,
2. Find a peer reviewed article on the topic that has been published in the last 5 years. NOTE: this MUST be an empirical article that collects data of some sort. Students will receive 0 if they pick a review article.
3. Write a short critical response paper that presents the topic and applies a critical approach. The paper should include:
 - a. A description of the objectives and methods in the study (1 paragraph)
 - b. A description of the results and limitations/future directions noted by the authors (1 paragraph)

- c. A description of how one of the critical approaches described in the class would evaluate the article (1 paragraph)
- d. An evaluation where the student takes a position for or against the critique (1 paragraph).

These papers should be about 4 paragraphs long and you should take a position for or against a critical approach. This will be not be treated as a formal paper and so an introduction, conclusion, and title page is not needed. 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 for other formatting, in-text citations, and references.

The only restraint is that it must fit within the confines of the assignment. The critical reflections are due on **Fri Mar 19 at 11:59 pm (MST)** to the D2L dropbox. Without instructor approval, late papers will not be accepted.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary’s reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology course instructors 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.

In general, in this course their final grades will be rounded to the nearest whole number. In light of the opportunities students have to increase their final grade via research participation, please do not send requests to the instructor for extra credit or for grades to be rounded up.

Tentative Lecture Schedule

The Zoom meetings during the Thursday class period are these are tutorials where the instructor will meet with the class synchronously. The purpose of the meetings will be for students to ask questions and get help. Attendance is not required for these synchronous Zoom meetings. There are three types of activities that we will be conducting synchronously during the assigned class period. In order of priority, these activities are:

- (1) Review of the Top 5 “Muddiest Points”. At the end of the lecture activities, there is a place for students to post their “muddiest points”, which are any areas that remain where students need support. Please vote for the muddiest points that you would like discussed. *Please vote for discussions by “liking” the posts that you’d like to see covered.* The instructor will address the top five points in the tutorial.
- (2) Review of one Critical Perspective. The instructor will discuss a critical perspective and apply to a concept in the chapter. The purpose of this activity is to enable students to become familiar with the skills needed to do the critical reflection paper.
- (3) University Skills Tutorials. If time permits, the instructor will present workshops covering university skills and success. Tutorials could include assignment clarification, using the library to find articles, structuring and writing effective arguments, time management, stress/mental health management, study skills for different forms of assessment, preparing for graduate school, and so on. Some of the tutorials will be determined by the instructor and some will be determined by the class via a survey.
- (4) Review of Lecture Activity Discussion (time permitting) Each lesson’s lecture activities contains discussion questions. That is, each lesson involves discussion questions where students can post their responses. *Please vote for discussions by “liking” the posts of others that you interesting or discussion-worthy.* These discussions will be taken up by the instructor.

Lesson & Chapters	Date	Activities & Due Dates
University Lectures begin.	M Jan 11	
Introduction	Thu Jan 14	Tutorial on Syllabus 11:00-12:20pm MST
Introduction Ch. 1 – Crisp & Turner Hermans & Kempen (1998)	Fri Jan 15	Pre-lecture quiz on Chapter 1 due at 11:59pm MST
	Thu Jan 21	Lecture Activities on Chapter 1 due at 6:00am MST. Tutorial on Chapter 1 – 11:00-12:20pm MST <ul style="list-style-type: none"> • Hermans & Kempen (1998) <i>Last day to drop a class without financial penalty.</i>
Attribution Ch. 2 – Crisp & Turner Bhatia (2018)	Fri Jan 22	Pre-lecture quiz on Chapter 2 due at 11:59pm MST <i>Last day to drop or swap a course</i>
	Thu Jan 28	Lecture Activities on Chapter 2 due at 6:00am MST. Tutorial on Chapter 2 – 11:00-12:20pm MST <ul style="list-style-type: none"> • Bhatia (2018)
Social Cognition & Attitudes Chs. 3 & 4 – Crisp & Turner Rosenthal (2016)	Fri Jan 29	Pre-lecture quiz on Chapters 3 & 4 due at 11:59pm MST <i>Tuition and fee payment deadline</i>
	Thu Feb 4	Lecture Activities on Chapter 2 due at 6:00am MST. Tutorial on Chapters 3 & 4 – 11:00-12:20pm MST <ul style="list-style-type: none"> • Rosenthal (2016)

Social Influence Ch. 5 – Crisp & Turner Rutherford (2020)	Fri Feb 5	Pre-lecture quiz on Chapter 5 due at 11:59pm MST
	Thu Feb 11	Lecture Activities on Chapter 5 due at 6:00am MST. Tutorial on Chapter 5 – 11:00-12:20pm MST <ul style="list-style-type: none"> Rutherford (2020)
READING WEEK	Sunday-Saturday, February 14-20	
Midterm Exam	Sat Feb 13	<i>Midterm exam opens at 12:01am</i>
	Fri Feb 26	<i>Midterm exam closes at 11:59pm MST</i>
Group Processes Ch. 6 – Crisp & Turner	Fri Feb 26	Pre-lecture quiz on Chapter 6 due at 11:59pm MST
	Thu Mar 4	Lecture Activities on Chapter 6 due at 6:00am MST. Tutorial on Chapter 6 – 11:00-12:20pm MST
Self & Identity Ch. 7 – Crisp & Turner	Fri Mar 5	Pre-lecture quiz on Chapter 7 due at 11:59pm MST
	Thu Mar 11	Lecture Activities on Chapter 7 due at 6:00am MST. Tutorial on Chapter 7 – 11:00-12:20pm MST
Prejudice and Intergroup Relations Ch. 8 & 9– Crisp & Turner	Fri Mar 12	Pre-lecture quiz on Chapters 8 & 9 due at 6:00am MST.
	Thu Mar 18	Lecture Activities on Chapters 8 & 9 due at 6:00am MST. Tutorial on Chapters 8 & 9 – 11:00-12:20pm MST
Aggression Ch. 10 – Crisp & Turner	Fri Mar 19	Pre-lecture quiz on Chapter 10 due at 11:59pm MST <i>Critical Reflection due at 11:59pm MST</i>
	Thu Mar 25	Lecture Activities on Chapter 10 due at 6:00am MST. Tutorial on Chapter 10 – 11:00-12:20pm MST
Prosocial Behaviour Ch. 11 – Crisp & Turner	Fri Mar 26	Pre-lecture quiz on Chapter 11 due at 11:59pm MST
	Thu Apr 1	Lecture Activities on Chapter 11 due at 6:00am MST. Tutorial on Chapter 11 – 11:00-12:20pm MST
Affiliation & Attraction & Friendship & Love Ch. 12 & 13 – Crisp & Turner	Fri Apr 2	Pre-lecture quiz on Chapters 12 & 13 due at 6:00am MST.
	Thu Apr 8	Lecture Activities on Chapters 12 & 13 due at 6:00am MST. Tutorial on Chapters 12 & 13 – 11:00-12:20pm MST
Final Exam	Thu Apr 15	<i>Last day to withdraw from a course</i>
	Sat Apr 17	<i>Final exam opens at 12:01am MST</i>
	Friday Apr 23	<i>Final exam closes at 11:59pm MST</i>

Course Credits for Research Participation

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 **Wednesday, December 9, 2020**.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. 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 on a day/time scheduled by the instructor. 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 Assessments

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/. 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) 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>