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** Note about email: I do not leave email applications open, which means that I check it 1-2 times a day. I do not 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/>) or come chat during office hours.*

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.

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

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

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 is an in-person class held on campus.

Prerequisites

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

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	15%	Ongoing as per course schedule
Lecture Quizzes TopHat	10%	Ongoing as per course schedule
Midterm Exam	20%	See course schedule below
Critical Reflection	25%	See course schedule below
Final Exam	30%	See course schedule below

Note:

- Once an assessment grade and feedback is published, you have **10 business days to reach out to the instructor**. This means that you should check on your grades regularly and make sure you check other aspects of your grade such as research participation credit. **This policy holds for the final grades once published on D2L.** See: <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>.

Pre-lecture Quizzes (15% - 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 lecture. 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 Quizzes (10% - 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:// https://app-ca.tophat.com/e/*****](https://ca.tophat.com/e/*****)

Note: our Course Join Code is *****

The lecture will include quizzes and discussion questions. Each multiple-choice question is worth 1 mark. Each discussion question is worth 0 marks. These are not timed.

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).

Exams in this course are open book. For this course, an open book exam means that the use of class notes and the textbook is permitted. The use of online resources and calculators is permitted. Students may not, however, communicate with others about the exam either in person or electronically during exams.

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 questions will be presented to them. Students will be given 24 hours to do the exam once they start it.

The windows when the exams will be available are detailed in the schedule below.

Notes:

- These are online exams. Do not expect points for showing the ability to copy and paste phrases from the notes, lectures, or textbook. You may not get marks just because you use a key phrase. Terms need to be explained and used in a proficient manner.

Critical Reflection (25% - 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 to the class: (1) Decolonial Psychology – Bhatia (2018); (2) Cultural Psychology – Hermans & Kempen (1998); (3) Intersectional Psychology – Rosenthal (2016) and (4) Feminist Psychology – Rutherford (2020).

If you need help understanding these articles, don't worry. The material will be discussed in the lectures.

The critical reflection requires 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. Do not exceed 1500 words. 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 **as listed on the schedule below**. They must be submitted to the D2L dropbox. Without instructor approval, late papers will not be accepted.

Note:

- Once an assignment grade is published, you have **10 business days** to reach out to the instructor with questions. The grade on the assignment is considered finalized and no changes can be made after this 10 business day window has passed.

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 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

Ideally in table format with date of class, topics to be covered, and chapters/readings to be read. Due dates for tests/exams and assignments should be included in this schedule as well.

Date	Topic	Reading	Notes
W May 4	Introduction	Ch 1	Spring term lectures begin
M May 9	Attribution	Ch 2 Hermans & Kempen (1998)	Last day to drop classes without penalty and last day to add or swap classes.
W May 11	Social Cognition & Attitudes	Chs 3 & 4 Bhatia (2018)	
M May 16	Social Influence	Ch 5 Rosenthal (2016)	
W May 18	Catch up & Review		Midterm opens 2pm
M May 23	Victoria Day UNIVERSITY CLOSED		
W May 25	Midterm – no class		
M May 30	Group Processes	Ch 6 Rutherford (2020)	Midterm closes at 8:59am
W Jun 1	Self & Identity	Ch 7	
M Jun 6	Prejudice and Intergroup Relations	Chs 8 & 9	Critical Reflection due at 11:59pm
W Jun 8	Aggression	Ch 10	
M Jun 13	Prosocial Behaviour	Ch 11	
W Jun 15	Affiliation & Attraction & Friendship & Love	Ch 12 & 14	

R Jun 16			End of Spring Lectures and last day to withdraw from a course.
M Jun 20			Final exam opens at 2pm Start of Spring Final Exams
W Jun 22	End of Spring Final Exams		Final exam closes at 11:59pm

Extra Research Participation Course Credit is Offered for this Course.

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 **June 16, 2022**.

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/m-1.html>. . Students who miss a test/exam have up to 24 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 24-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 1 week 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 June and August 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>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Monday, May 9th, 2022**. Last day for registration/change of registration is **Monday, May 9th, 2022**. The last day to withdraw from this course is **Thursday, June 16, 2022**.