

Psychology 441	Social Psychology: Theory and Research		Fall 2015
<b>Instructor:</b>	Dr. Cara MacInnis	<b>TAs:</b>	Andrew (Hyouon) Kim Anna Godollei
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<b>Office:</b>	AD 237A	<b>TA office hours:</b>	Tues 11-12 (Andrew), Fri 11-12 (Anna)
<b>Office Hours:</b>	Tues 1pm-3pm	<b>Lab location:</b>	AD 248
<b>Lecture Location:</b>	SH 284	<b>Lab 1 day/time:</b>	W 9am-10:50am
<b>Lecture Days/Time:</b>	T/R 3:30pm-4:45pm	<b>Lab 2 day/time:</b>	F 9am-10:50am

### Course Description and Goals

A review of current theory and research in the area of social psychology. Research projects will introduce methodologies used in this area. The specific focus of the course is intergroup relations, focusing on stereotyping, prejudice, and discrimination. These concepts are examined from a social psychological perspective. Students will learn about empirical research in the field of intergroup relations. Students will emerge from the course with an understanding of stereotyping, prejudice, and discrimination theory and research.

### Prerequisites

PSYC 312 – Experimental Design and Quantitative Methods for Psychology  
 PSYC 345 – Social Psychology

### Required Text

Whitley, B.E., Jr., & Kite, M.E. (2010). *The Psychology of Prejudice and Discrimination* (2<sup>nd</sup> edn). Belmont, CA: Wadsworth. (Available in bookstore)

See course schedule for other weekly readings, which will be available on the D2L course site or online through the library. All readings are mandatory.

### Evaluation

Component	Date	Weight
Discussion questions	Weekly on Thursdays (except Sept.10)	5%
Discussion participation	Weekly on Thursdays (except Sept.10)	5%
Midterm	Oct.20	30%
Final Exam	During Dec. exam period	30%
Lab	see below for lab evaluation details and assignment due dates	30%

\*Students must achieve a passing grade on both the class and lab components to pass this course.

**Course structure:** Each week, Tuesday classes will be dedicated to lecture. Thursday classes will involve both lecture and discussion. Lecture topics are listed on the course schedule. The discussion component of the course will (aside from the first week) focus on a specific type of prejudice and each week discussion will center on one article. Students are to read the article before coming to class and prepare at least one discussion question related to the article. Students will discuss these questions in small groups and hand in their questions at the end of class for evaluation. A discussion with the entire class will take place following small group discussions.

**Readings:** You are responsible for all assigned material, even if it is not covered or discussed in class.

**Discussion questions:** For each Thursday discussion, you are to bring at least one question related to the article that is likely to generate discussion. When you get into your small group for discussion you will lead the discussion of your question. You will pass in your discussion question at the end of class (it can either be typed or hand-written) for evaluation. A good discussion question is one that does not have a simple answer and generates lively discussion. Discussion questions will be evaluated for evidence of understanding the article, critical thinking, creativity, and likelihood to generate discussion. Sometimes, a good way to think of a discussion question is to focus on things that surprised you or confused you about the paper. For the first week (and ONLY the first week), you are welcome to email to ask for feedback on your discussion question(s). It may be advantageous to you to think of more than one discussion question. Not only will this aid your understanding of the paper, but within groups each group member's passed in discussion question must be unique. To minimize the chance of repeats within a group, it may be a good idea to think of more than one discussion question.

**Discussion participation:** In class discussions you will have the opportunity to both express your opinion and learn your classmates' opinions on topics and readings. This provides an interactive component of the course that is meant to be engaging for students. It is to your benefit to participate in discussions. You will be observed and evaluated on your discussion participation each week. **During discussions please be respectful in language and tone, and be respectful of opinions that may be different from your own.**

**Midterm:** The midterm will consist of multiple choice and short answer questions. It will consist of all material covered before the midterm. It will include material from lecture, textbook readings, and discussion article readings. No personal electronic devices (e.g., iPads, cell phones), notes, or books are allowed during the midterm.

**Exam:** The final exam will consist of multiple choice, short answer, and essay questions. It will consist of all material covered after the midterm. It will include material from lecture, textbook readings, and discussion article readings. No personal electronic devices (e.g., iPads, cell phones), notes, or books are allowed during the exam.

**Lab Component.** Lab assignments must be handed in at the beginning of the lab on which the due date falls (see the Lab Schedule below). Under exceptional circumstances (e.g., illness), other arrangements may be made at the discretion of the Teaching Assistant. Late lab assignments will not be accepted, except under exceptional circumstances at the discretion of the Teaching Assistant and with the approval of the Instructor. Lab assignments may NOT be submitted via email or other electronic means. If at all possible, missed lab presentations will be rescheduled. Should one or more of the group members be ill on the date of a group presentation, thus compromising the group's ability to present, arrangements (e.g., rescheduling or other possibilities) will be determined on a case by case basis via consultation between group members and the Teaching Assistant.

### Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be “A” grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be “A” grades.

### 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%

### Rounding

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-).

## Lecture Schedule

DATE	LECTURE TOPIC	DISCUSSION TOPIC	READING
T Sept.8	Introduction		Text Chapters 1 and 2
R Sept.10	Introduction	Responding to prejudice	No reading
T Sept.15	Stereotypes		Text Chapters 3 and 4
R Sept.17	Stereotypes	Racism	Hall & Livingston, 2012
F Sept.18	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.		
M Sept.21	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.		
T Sept.22	Emotions and Prejudice		Text Chapter 5
R Sept.24	Emotions and Prejudice	Ageism	Nelson, 2005
F Sept.25	Fee payment deadline for Fall Term full and half courses.		
T Sept.29	Old-fashioned and modern prejudice		Text Chapter 6
R Oct.1	Old-fashioned and modern prejudice	Sexism	Swim, Mallett, & Stangor, 2004
T Oct.6	Meta-perceptions and prejudice		Frey & Tropp, 2006
R Oct.8	Meta-perceptions and prejudice	Prejudice toward sexual minorities	Norton & Herek, 2013
T Oct.13	Implicit and Explicit prejudice		
R Oct.15	Implicit and Explicit prejudice	Prejudice against the over-weight	Crandall, 1994
T Oct.20	<b>Midterm test (covers all material up to and including Oct.15)</b>		
R Oct.22		Prejudice against animals and dehumanization	Plous, 2003
T Oct.27	The social context of prejudice		Text Chapter 9
R Oct.29	The social context of prejudice	Prejudice against those with multiple outgroup memberships	Rosette & Livingston, 2012
T Nov.3	Individual differences and prejudice		Text Chapter 7
R Nov.5	Individual differences and prejudice	Islamophobia	Choma et al., 2014
T Nov.10	The development of prejudice		Text Chapter 8
R Nov.12	No lecture-reading days (Nov.11-15)		
DATE	LECTURE TOPIC	DISCUSSION TOPIC	READING
T Nov.17	Discrimination		Text Chapter 10
R Nov.19	Discrimination	Prejudice against atheists	Gervais, Shariff, & Norenzayan, 2011
T Nov.24	Being a Target of Prejudice		Text Chapter 11
R Nov.26	Being a Target of Prejudice	Singlism	Morris, Sinclair, & DePaulo, 2007
T Dec.1	Reducing prejudice and improving intergroup relations		Text Chapter 14
R Dec.3	Reducing prejudice and improving intergroup relations	Prejudice against those violating one's (political) values	Brandt et al., 2014
T Dec.8	Reducing prejudice and improving intergroup relations/ Review		
T. Dec.8	Last day to withdraw with permission from Fall Term half courses.		
Dec. 11-22	<b>FINAL EXAM PERIOD</b>		

## Lab Schedule

Week of	LAB TOPIC	PREPARATION
Sept.7	No labs	
Research Stage: Planning/ Designing your experiment		
Sept.14 Lab 1	1. Introduction 2. Assignment to groups 3. Review of experimental design & methodology  <b>Assignment 1: Research idea. Due: Lab 3</b>	
Sept.21 Lab 2	1. Review of ethical guidelines for human participants research. 2. "How to Create a Poster" presentation"  <b>Assignment 2: Creating a poster. Due: Lab 4</b> <b>Assignment 3: Ethics application. Due: Lab 4</b>	Complete TCPS 2 Tutorial Course on Research Ethics (CORE) (see D2L for link).
Sept.28 Lab 3	Intergroup Monopoly: A Lesson on the Enduring Effects of Inequality  <b>*ASSIGNMENT 1 DUE*</b>	Bring monopoly, if you have it (only 4 or 5 students)
Oct.5 Lab 4	Poster Session and Discussion  <b>*ASSIGNMENTS 2 and 3 DUE*</b>	
Research Stage: Conducting your experiment		
Oct.12 Lab 5	Online demonstrations and discussion. 1. Parable of the polygons. 2. Spent Demonstration and discussion.	Bring a laptop if possible (or tablet).
Oct.19 Lab 6	Offensive sports mascots. Video and discussion.	
Oct.26 Lab 7	Online prejudice activity <b>Assignment 4: Responding to real-life prejudice. Due: Lab 8</b>	Bring a laptop if possible (or tablet).
Nov.2 Lab 8	Present and discuss real-life prejudice assignments  <b>*ASSIGNMENT 4 DUE*</b>	
Nov.9	No Lab: Reading Days	
Research Stage: Analyzing and Presenting your data		
Nov.16 Lab 9	1. Review APA style and writing empirical reports. 2. Entertainment personality activity.  <b>Assignment 5: Presentation of Study. Due Labs 10 &amp; 11</b> <b>Assignment 6: Prepare Report. Due Lab 11</b>	
Nov.23 Lab 10	Mini-conference (part 1)  <b>*ASSIGNMENT 5 DUE (1/2 OF THE GROUPS)*</b>	
Nov.30 Lab 11	Mini-conference (part 2)  <b>*ASSIGNMENT 5 DUE (REMAINING GROUPS)*</b> <b>*ASSIGNMENT 6 DUE (ALL GROUPS)*</b>	

### Distribution of Marks for Lab

<b>Participation in Discussions throughout term</b>	<b>/15</b>
<b>Assignment 1: Research idea. Due: Lab 3</b>	<b>/5</b>
<b>Assignment 2: Creating a poster. Due: Lab 4</b>	<b>/20</b>
<b>Assignment 3: Ethics application. Due: Lab 4</b>	<b>/10</b>
<b>Assignment 4: "Real life" prejudice. Due: Lab 8</b>	<b>/10</b>
<b>Assignment 5: Presentation of Study. Due Lab 10/11</b>	<b>/20</b>
<b>Assignment 6: Prepare Report. Due Lab 11</b>	<b>/20</b>
<b>TOTAL</b>	<b>/100</b>

**Your Total out of 100 \* 30% = your final lab mark**

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### Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered

with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/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. Except in extenuating circumstances (documented by an official University medical excuse), 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 make their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.

### **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 [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 255), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **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 Dec 8, 2015

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS).

They are located in Administration 170 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

(<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

### **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 18, 2015**. Last day for registration/change of registration is **September 21, 2015**. The last day to withdraw from this course is **December 8, 2015**.