



## **PSYC\*2310, Course Outline: Winter 2024**

### **General Information**

**Course Title: Social Psychology**

#### **Course Description:**

In this course an introduction to a selected sample of major and fundamental theories of social psychology is presented. The applications of these theories in our social world are also examined to highlight the relevance of these theories. Additionally, a cross-cultural perspective in the evaluation of social psychological theories is adopted. The focus on cross-cultural research emphasizes the importance of culture in shaping social behaviours, values, and beliefs. The two main goals of this course are:

1. To develop a solid understanding of core social psychological perspectives, theories, and research through an examination of various phenomena; and
2. To recognize the methods social psychological researchers use to acquire knowledge.

**Credit Weight: 0.5**

**Academic Department: Psychology**

**Semester Offering: Winter 2024**

**Course format: Face-to-Face**

**Class Schedule and Location: Tuesdays & Thursdays 2:30 – 3:50 pm WMH**

### **Instructor Information**

Name: Prof. Saba Safdar

Email: [ssafdar@uoguelph.ca](mailto:ssafdar@uoguelph.ca)

Website: Centre for Cross-Cultural Research, <https://cccr.uoguelph.ca/>

Office location and office hours: 4017 MacKinnon Building,

Tuesdays 1:00 – 2:00 pm or by appointment

## **Graduate Teaching Assistants (GTA) Information**

Michael Fair - [mfair@uoguelph.ca](mailto:mfair@uoguelph.ca)  
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Office hours by appointment only

## **Course Content**

### **Specific Learning Outcomes:**

Upon successful completion of this course you should be able to:

1. Recognize the 10 core social psychological phenomena and the relevance of culture:
  1. Self Perception
  2. Social Perception
  3. Attitudes
  4. Persuasion
  5. Social Influence
  6. Group Behaviour
  7. Stereotypes and Prejudice
  8. Aggression
  9. Altruism
  10. Attraction and Intimacy(Learning outcomes: Critical Thinking & Global Understanding)
2. Identify and discuss the link between key social psychological theories and social behaviours (learning outcome: Communication, reading, writing, & integrative skills)
3. Evaluate social psychology experiments and the validity of their outcomes (learning outcome: Critical Thinking: depth & breath of understanding, inquiry & analysis).

## **Lecture Content**

<u>Date</u>	<u>Lecture Topic</u>	<u>Chapters</u>
January 9 <sup>th</sup>	Introducing Social Psychology	1
January 11 <sup>th</sup>	The Self in Social World	2
January 16 <sup>th</sup>	Self and Culture	-
January 18 <sup>th</sup>	Attribution	3

January 23 <sup>rd</sup>	Attitudes	5
January 25 <sup>th</sup>	Attitudes & Attribution across Culture	
January 30 <sup>th</sup>	Conformity & Obedience	7
February 1 <sup>st</sup>	Conformity across Culture	-
February 6 <sup>th</sup>	Persuasion	6
February 8 <sup>th</sup>	Cultural Context of Persuasion	-
February 13 <sup>th</sup>	Review Session for Midterm	-
February 15 <sup>th</sup>	Midterm	-
Reading Week (February 19 - 23)		
February 27 <sup>th</sup>	Group Behaviour	8
February 29 <sup>th</sup>	Crowd Behaviour	-
March 5 <sup>th</sup>	Intergroup Relations	9
March 7 <sup>th</sup>	Altruism	12
March 12 <sup>th</sup>	Altruism Across Culture	-
March 14 <sup>th</sup>	Aggression	11
March 19 <sup>th</sup>	Violence Across Culture	-
March 21 <sup>st</sup>	Stereotypes	4 & 10
March 26 <sup>th</sup>	Prejudice	-
March 28 <sup>th</sup>	Attraction & Intimacy	13
April 2 <sup>nd</sup>	Review Session for Final Exam	-
April 4 <sup>th</sup>	Intimate Relationships Across Culture	-

Final Exam: April 16<sup>th</sup>, 14:30 – 16:30, EST, Online

## Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

### Week 1 – January 8 - 12

#### Readings

- Textbook: Chapters 1 and 2

#### Assessments

- **No assessment**

### Week 2 – January 15 - 19

#### Readings

- Textbook: Chapter 3

#### Assessments

- January 16, **In-Class Quiz 1**
- January 18, **In-Class Quiz 2**
- **Discussion Activity # 1**  
Opens: January 15 at 12:01 am ET  
Closes: January 19 at 11:59 pm ET  
Initial Response due: January 17 by 11:59 pm ET

#### **Discussion Activity 1: Two Truths and a Lie**

The main goals of this activity are twofold: 1) to help you to feel comfortable navigating in our online learning environment and 2) to provide you with an opportunity to introduce yourself to your group and get to know some of your classmates, as you will be discussing various aspects of social psychology with them throughout the semester.

### Week 3 – January 22 - 26

#### Readings

- Textbook: Chapter 5

### Assessments

- January 23, **In-Class Quiz 3**
- January 25, **In-Class Quiz 4**
  
- **Discussion Activity # 2**  
Opens: January 22 at 12:01 am ET  
Closes: January 26 at 11:59 pm ET  
Initial Response due: January 24 by 11:59 pm ET

### Discussion Activity 2: Who Are You?

For the first discussion activity you are asked to think about yourself. Describe your characteristics. Explain how you came to become the person you call yourself. Identify any positive self-illusions you might have and list at least two examples. Do the values of your culture have a role in defining yourself?

## Week 4 – January 29 – February 2

### Readings

- Textbook: Chapter 7

### Assessments

- January 30, **In-Class Quiz 5**
- February 1, **In-Class Quiz 6**
  
- **Discussion Activity # 3**  
Opens: January 29 at 12:01 am ET  
Closes: February 2 at 11:59 pm ET  
Initial Response due: January 31 by 11:59 pm ET

### Discussion Activity 3: Your Perception of Others

Think about a person that you either like or dislike a lot. What characteristics does this person have? How did you form the impression that you have of this person? Does this person have vivid, rare, or extremely positive or negative characteristics?

\*Remember to exhibit sensitivity when writing your response.

## Week 5 – February 5 - 9

### Reading

- Textbook: Chapter 6

### Assessments

- February 6, **In-Class Quiz 7**
- February 8, **In-Class Quiz 8**

- **Discussion Activity #4**

Opens: February 5 at 12:01 am ET

Closes: February 9 at 11:59 pm ET

Initial Response due: February 7 by 11:59 pm ET

**Discussion Activity 4: Anti-Vaccination Attitudes**

The results of scientific empirical studies show that vaccines are safe and effective in combating the spread of disease. However, there is a segment of the society that believe vaccines are linked to autism or hold conspiracy theory about vaccinations in general. Discuss why some hold “anti-vax” attitudes? What is the source of (mis)information? Hint: Cognitive biases

Overconfidence are two relevant concepts to explore.

- You may find the following article and videos helpful as you develop your argument. Motta, M., Callaghan, T., & Sylvester, S. (2018). Knowing less but presuming more: Dunning-Kruger effects and the endorsement of anti-vaccine policy attitudes. *Social Science & Medicine*, 211, 274-281.
- [video from the Washington Post](#)
- Vaccines—Calling the Shots Sneak Peek | NOVA  
<https://www.youtube.com/watch?v=B8fW-r6cO3M>
- FRONTLINE | The Vaccine War | PBS,  
<https://www.youtube.com/watch?v=VPOrnU3ImxI>

## Week 6 – February 12 - 16

**Assessments**

- **Midterm**

February 15, 2:30 – 3:50 pm ET

## Week 7 – February 26 – March 1

**Reading**

- Textbook: Chapter 8

**Assessments**

- February 27, **In-Class Quiz 9**
- February 29, **In-Class Quiz 10**

- **Discussion Activity #5**

Opens: February 26 at 12:01 am ET

Closes: March 1 at 11:59 pm ET

Initial Response due: February 28 by 11:59 pm ET

**Discussion Activity 5: Attitudes Across Cultures**

Examine how attitudes differ across culture. First, identify an attitude that is different

across cultures (e.g., attitudes toward environmental issues, sexual orientation/activities, or attitudes toward alcohol/food/animals, etc.). Second, compare and contrast your attitudes with attitudes of people from another culture. Third, discuss these differences in terms of the values in these cultures (e.g., individualism/collectivism, urban/rural characteristics, income, etc.).

## Week 8 – March 4 - 8

### Readings

- Textbook: Chapters 9 & 12

### Assessments

- March 5, **In-Class Quiz 11**
- March 7, **In-Class Quiz 12**
- **Discussion Activity #6**  
Opens: March 4 at 12:01 am ET  
Closes: March 8 at 11:59 pm ET  
Initial Response due: March 6 by 11:59 pm ET

### **Discussion Activity 6: The Influence of Culture in Understanding COVID-19**

Recall behaviours that people engaged in when pandemic started in Canada/North America in early 2020 (e.g., hoarding, panic, endorsing conspiracy theory). Reflect on your own behaviours and your neighbours, friends, or family members, which were in response to COVID-19, and discuss the role of culture in those behaviours. Provide two examples and refer to cultural characteristics in analyzing those examples.

You may find the following articles helpful as you develop your argument.

- Ryder, A., Berry, J.W., Safdar, S., & Yampolsky, M. (2020, May). “Psychology Works” Fact Sheet: Why Does Culture Matter to COVID-19?  
[https://cpa.ca/docs/File/Publications/FactSheets/FS\\_CultureAndCOVID-19.pdf](https://cpa.ca/docs/File/Publications/FactSheets/FS_CultureAndCOVID-19.pdf)
- Gelfand, M. (2020, March). To survive the coronavirus, United States must tighten up. Boston Globe. [https://6df1098c-05f3-4ab1-a049-b59ba7f3ecfe.usrfiles.com/ugd/6df109\\_6da2e95a748c49adb1fefdc34d966569.pdf](https://6df1098c-05f3-4ab1-a049-b59ba7f3ecfe.usrfiles.com/ugd/6df109_6da2e95a748c49adb1fefdc34d966569.pdf)

## Week 9 – March 11 - 15

### Readings

- Textbook: Chapter 11

### Assessments

- March 12, **In-Class Quiz 13**
- March 14, **In-Class Quiz 14**

- **Discussion Activity #7**

Opens: March 11 at 12:01 am ET

Closes: March 15 at 11:59 pm ET

Initial Response due: March 13 by 11:59 pm ET

**Discussion Activity 7: Racism in Our Society**

After the killing of George Floyd (May 25, 2020) in the U.S., many societies around the world witnessed the rise of anti-racism movement. Give an example of racist act that you witnessed and describe effective ways of responding to the racist act.

Hint: use socio-psychological theories of stereotypes, prejudice, and discrimination in understanding individual and systemic racism and effective response to it.

## Week 10 – March 18 - 22

**Readings**

- Textbook: Chapter 4 & 10

**Assessments**

- March 19, **In-Class Quiz 15**
- March 21 **In-Class Quiz 16**

- **Discussion Activity #8**

Opens: March 18 at 12:01 am ET

Closes: March 22 at 11:59 pm ET

Initial Response due: March 20 by 11:59 pm ET

**Discussion Activity 8: Aggression Across Cultures**

Discuss why some societies and communities are more violent than others. Compare and contrast two specific nations/communities/tribes and provide statistics showing one is more aggressive than other. Next, discuss sociopsychological factors that contribute to their aggressive behaviour. Hint: ecological and cultural norms are relevant in discussing such differences.

Here is an example of two tribes that are different in level of aggressive behaviour. The Simbu tribe of New Guinea with high rate of violence and the Semai in Malaysia that is considered very peaceful. The following links describe characteristics of these societies in terms of aggression:

- <https://peacefulsocieties.uncg.edu/societies/semai/>
- <https://www.peacewomen.org/content/papua-new-guinea-danger-and-determination-papua-new-guinea>

## Week 11 – March 25 - 29

**Reading**

- Textbook: Chapter 13



### Assessments

- March 26, **In-Class Quiz 17**
- March 28, **In-Class Quiz 18**

## Week 12 – April 1 - 5

### Assessments

- April 4, **In-Class Quiz 19**
  
- **Discussion Activity #9**  
Opens: April 1 at 12:01 am ET  
Closes: April 5 at 11:59 pm ET  
Initial Response due: April 3 by 11:59 pm ET

### **Discussion Activity 9: Moving Forward, Look Backward**

For the final week of the course, you are asked to reflect on your learning process and what you found useful and not so useful. Please share your thoughts and your learning experience with your group on the discussion board. Please be specific in terms of assignments or readings that you found beneficial or challenging.

### Course Assignments and Tests:

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
In-Class Quizzes (1% each) Best of 15 out of 19 quizzes	See Schedule above	15%	LO # 1 & 2
Discussion Participation (9 x 5%) = 45%	See Schedule above	45%	LO # 3 & 4
Midterm Exam	February 15 2:30 – 3:50 pm EST	15% or 25%*	LO # 1 & 2
Final Exam	April 16 <sup>th</sup> , 2:30 – 4:30 pm EST, Online	15% or 25%*	LO # 1 & 2

## **Additional Notes:**

The final grade is based on in-class quizzes, online discussion assignments, a midterm, and a final exam. The final exam is not cumulative. Lectures and textbook materials are examined in each test. All tests consist of multiple-choice items.

### **\*Note on grading:**

To assist students with their final mark, a lenient policy is developed. That is, the exam with the higher mark will count as 25% of your final mark and the exam with the lower mark will count as 15%. For example, if you receive 75% on the midterm and 70% on the final exam, your midterm will count as 25% of your final mark while your final exam will count as 15%. Alternatively, if you receive 70% on the midterm and 75% on the final exam, your midterm will count as 15% of your final mark while your final exam will count as 25%.

### **(1) Midterm**

Chapters: 1, 2, 3, 5, 6, & 7 and lecture materials.

### **(2) Final exam**

Chapters: 4, 8, 9, 10, 11, 12, & 13 and lecture materials since the midterm.

### **(3) Nine discussion activities (45%)**

Discussion activities have been integrated into this course to provide you with frequent opportunities to engage and dialogue with your peers and to explore social psychological phenomena in a critical and reflective way. Each discussion opens on Monday and closes on Friday. In order to get full participation mark you have to post your initial comment by Wednesday before midnight. The detail of the grading is provided in the discussion rubric posted on CourseLink.

### **(4) In-class quizzes (15%)**

Nineteen quizzes are administered in class and your mark consists of the best 15. Each quiz is worth 1% and consists of 2 questions. You can only complete these quizzes in class (either in person or virtual) using your clicker or your phone (information about i>clickers is presented in the first day of class). Each quiz is based on the lecture that is presented on that day. If you do not attend a lecture that contains a quiz or you do not have access to the clicker website, you miss the quiz and there is no make-up for it. The pedagogical reason for incorporating these quizzes during class time is to increase students' participation and involvement in class and receive feedback from students on their understanding of the material.

You must register your clicker on the course website, using CourseLink. You will not receive a mark for in-class quizzes if your clicker is not registered properly. The grades for in-class quizzes are updated on CourseLink at the end of each week. It is your responsibility to check your grades on CourseLink on a regular basis and inform the instructor ASAP if you have no mark for in-class quizzes. You have until the last day of class to inform the instructor if your marks for in-class quizzes are not uploaded on CourseLink. After this date no changes will be made.

### **Final examination date and time:**

TBA, Online

Note that there is no face-to-face schedule for the final exam as this is completed only virtually at the scheduled time specified above. The online exam is conducted using Respondus Lockdown Browser.

### **Final exam weighting:**

Final exam is based on all the chapters and lecture materials since the midterm. It worth either 15% or 25% of your final grade depending on your grade on the midterm (see above for more details). Please familiarize yourself with online [Examination Regulations](#)

## **Course Resources**

### **Required Texts:**

Safdar, S. & Sanderson, C.A. (2021). Social psychology (Second Canadian edition). Mississauga: John Wiley & Sons Canada\*.

\*Note that students are required to purchase ONE access code, which gives you access to the e-textbook. Hard copy of the textbook is not required.

You are also required to order one iclicker either the device or the app.

Hard copies of the textbook are available on Reserve in the Library for two hours.

### **Other Resources:**

The lecture notes and additional readings will be accessible through CourseLink. The lecture notes for each week are available at the end of that week. The results of examinations and the grades for all assignments will also be posted and regularly updated on CourseLink. All relevant course messages will be posted on CourseLink. You are responsible to check CourseLink on a regular basis to avoid missing messages that are posted and ensure the accuracy of your grades that are regularly updated on CourseLink.

## **Course Policies**

### **Grading Policies**

If you miss the midterm, you have to provide supporting documentations to get permission for the make-up. There is no make-up or late submission for in-class quizzes. If you do not attend a lecture that contains a quiz or you do not have your clicker/phone with you, you miss the quiz and there is no make-up for it. Note that you may miss up to four in-class quizzes and still get perfect for in-class quizzes as they are based on the best 15 out of 19 quizzes. Grads for all assignments including in-class quizzes are posted on CourseLink.

Students have the responsibility of regularly reviewing their academic performance on CourseLink and promptly notifying the instructor in the event of any discrepancies. It is imperative for students to address any concerns regarding their grades by reaching out to the course instructor before the conclusion of the last day of class. Please be advised that changes to posted marks on CourseLink will not be entertained after this deadline.

There is no make-up for discussion activities. It is expected that you post your reflection and respond to a posting of a member of your group within the week that each discussion activity is due. [Undergraduate Grading Procedures](#)

### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is not allowed without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the written consent of the instructor.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

### **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

### **Drop date**

Please consult the undergraduate calendar for the last date to drop one-semester courses, without academic penalty. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)

### **Additional Course Information**

The assignments for this course have been developed to reinforce the course materials and support your learning. The aim is to assist you in learning independently, to promote peer-to-peer learning, to provide guidance on the subject matter and assignments, to provide you with feedback on your assignments and to assist you with understanding the course content.

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com and others software to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print

reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

### Netiquette Expectations

The course website is considered an extension of the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system; and
- Sharing your username and password.