Instructor:  **Dr. Elizabeth Brimacombe**  
E-Mail:  ebrim@uvic.ca  
Office:  Cornett A266  
Office hrs: posted at Coursespaces site  
Phone:  250-721-7547

**Teaching Assistant:**  Myles Maillet, maillet1@uvic.ca

*Bring all questions about the course to Dr. Brimacombe (email, phone, or in person)*

**Required Text:**  Kassin, Fein, Markus, Burke.  *Social Psychology* (2nd Canadian Edition)

**Course Content:**  Social psychologists seek to understand many facets of people’s thoughts, feelings, and behaviours. The key concept of this class is social influence – how do other people influence our beliefs and behaviours. Some of the specific topics we will cover in this class: *person perception* (how we process thoughts about people and come to our conclusions about them); *self* (how we come to think about ourselves and how we try to influence others’ impressions of us); *group processes* (what happens when people pool their ideas and efforts with others). Throughout the class, I expect you will readily see connections with everyday life. You will likely find your own life experiences coming to mind as we discuss social psychology theories and research. I hope this course will be a thought-provoking experience for you as you consider the underlying causes of behaviour you have either witnessed first-hand or experienced yourself. Welcome to the intriguing world of “real life” psychology!

**Prerequisites:**  The pre-requisites for this course are PSYC 100A & 100B. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) at some later time if such courses are required for the degree program.

**Supporting an Effective Learning Environment:**  
Please help to create a space where everyone can comfortably listen and learn. To help achieve a prompt start to lectures and minimize disruptions during class, please arrive on time and turn off the sound on any electronic devices you have with you. Be mindful of the distraction conversations/laptop or cellphone activity can pose to your classmates. If you foresee a need to leave class early, please sit close to a door and exit quietly.

**Course Website:**  The Coursespaces site will be a communication tool and resource centre. The course outline will be posted at the site. You will be able to check your grades at the site. Bare bones notes of material covered at each class meeting will normally be posted the evening before each class meeting. I recommend that you take notes when you are in class. You will want a good record of lecture material when you study for exams.

**Examinations:**  This course includes **3 examinations, each worth 30%**. The exams, written during scheduled class meetings, will consist of a combination of multiple choice and short answer questions. The exams will NOT be cumulative in nature (i.e., each exam addresses a distinct “chunk” of course content). There is no cumulative final exam for this course. *All* course content is potential test material so make sure you review your lecture notes and your text book (there will definitely be test questions that address material in the text book that was not discussed in class). Exam dates are noted in the schedule of class meetings (below).

**Missed Examinations:**  Please plan to write each examination at its regularly scheduled time. If you see an exam date that poses a conflict to your schedule, contact Dr. Brimacombe in person or via e-mail (ebrim@uvic.ca) to discuss your circumstances and request an alternate date for the exam you will miss. If illness or personal emergency prevents you from attending an exam, contact Dr. Brimacombe within 1
day of the missed exam (either in person or via e-mail) to request consideration for alternate scheduling of the exam. If you do not make contact within 1 day of the missed exam, you will receive a score of 0 for the exam. In the event that illness or injury prevents you from contacting your instructor in a timely manner, you will be asked to provide supporting documentation from a health care professional. If a makeup exam option is provided to you, that makeup exam will not necessarily be the same exam that was written at the scheduled time in class. The makeup exam will address the same content as the regularly scheduled exam, but the format (e.g., number of multiple-choice versus short answer questions) may differ. Dr. Brimacombe will create all makeup exams and will individually deal with students granted permission to write a makeup.

**Homework Assignment:** One homework assignment (worth 6% of your final grade) is part of your course work. Details concerning the homework assignment will be shared at the CourseSpaces site, May 16.

**Bystander Intervention Training** (worth 2% of your final grade)
Part of your course experience includes a Bystander Intervention Training workshop. The workshop will provide guidance on becoming an active bystander. The training focuses on overcoming resistance to checking in and intervening when you observe the potential of sexualized violence to occur. Full detail about the workshop is available here [http://www.uvic.ca/services/studentlife/initiatives/bystander-intervention/index.php](http://www.uvic.ca/services/studentlife/initiatives/bystander-intervention/index.php)

In addition to earning 2% of your course grade for completing this workshop, you will receive a certificate for participating in this workshop and credit on your co-curricular record. The workshop will run during class meeting time May 31 and June 1st. Attendance is mandatory to earn this portion of your course grade.

**Extra Credit Opportunities**
Students in this course may earn up to 1% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.5 credit with 2 credits required for a 1% increase in the student’s final grade. For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the Research link near the top of the page, then click on the Participant Pool link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course.

If you do not wish to participate in research studies, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may submit one brief report (1-2 pages, double-spaced, 12 point font, ¾ inch margins) based on the options listed below. The report will count as 1% of bonus credit

**Alternative to participating in research to earn bonus credit**

Participation in research is not your only option to earn 1% bonus credit. Instead, you may submit one brief report (1-2 page double spaced, 12 pt. font, ¾ inch margins) based on the options listed below. The report will be marked on a pass/fail basis. To receive credit, you must follow these specific guidelines. The reports must: be submitted (hard copy) to Dr. Brimacombe’s drop box in the Psychology Department (drop boxes are located around the corner from the Psychology General Office) by 4 pm June 7th. Late submissions will not be accepted. Report options (choose one):

- Imagine a researcher decides to conduct a laboratory experiment on stress and problem-solving. Share your ideas for conducting this research by clearly explaining: (1) your hypothesis, (2) your independent variable (and how you will manipulate it); (3) your dependent variable (and how you will measure it), (4) any ethical issues associated with the research, (5) whether (and why) you would use random assignment in conducting the study.
- Suppose a friend comes to you asking for your advice in managing the stress they are feeling about final exams in their university classes. Would you recommend your friend engage in problem-focused coping or emotion-focused coping? Explain why (your explanation must clarify the essential features of each type of coping and why you have a preference for one
type in the scenario you have been given). Give your friend at least one tip for dealing with
their stress (clearly grounded in the type of coping you recommend). These types of coping
are discussed in your textbook in Appendix B. You can choose to consult additional sources
to inform your response, but you do not have to – you can gain all the information you need
from your textbook. Please attach a list of all sources (including your textbook) that you use.
This list of sources is not part of your 1 -2 pages required for the report.

• Imagine a researcher decides to conduct an experiment to study conformity in the real world.
Share your ideas for conducting this research by clearly explaining: (1) the location for the
research, (1) your hypothesis, (2) your independent variable (and how you will manipulate it),
(3) your dependent variable (and how you will measure it), (4) one challenge you expect to
face in doing the research (and what you will do to address that challenge).

• Your textbook (Appendix A) discusses many reasons for error and bias in courtroom
evidence. Briefly explain: (1) two reasons for “contaminated” evidence, (2) the importance of
mundane realism in research on jury decision-making (be sure to define “mundane realism” –
you will find the definition in your textbook).

Final Grades: Your final grade will be based on 3 exams (30% each); 1 Quiz (2%) 1 homework
assignment (6%) and completion of the Bystander Intervention Training workshop (2%).
There is also opportunity for 1% extra credit (research participation or written report).

Letter grades will be based on your final percentage score (per UVic grading system):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 – 100</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84</td>
</tr>
<tr>
<td>B+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>B</td>
<td>73 - 76</td>
</tr>
<tr>
<td>B-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>C+</td>
<td>65 - 69</td>
</tr>
<tr>
<td>C</td>
<td>60 - 64</td>
</tr>
<tr>
<td>D</td>
<td>50 - 59</td>
</tr>
<tr>
<td>F</td>
<td>below 50</td>
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</tbody>
</table>

In determining your final letter grade, grades that end with a decimal point of 0.5 or above will be
rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be
rounded to the next lower whole number. For example, if a final percentage grade is 89.5 – 89.9, the
grade will be rounded to 90. An error in calculating the final grade is the only reason that a final grade
will be changed.

Course Experience Survey
I value what I can learn from your perspective and feedback on this course. Toward the end of the term, a
link to an anonymous survey regarding your experience in 231 will be provided to you (at the
Coursespaces site for this class and via MyPage). I hope you will take time to complete the survey and
assist me in delivering a course that is fulfilling and beneficial to students.

Your success in this class
I am here to answer your questions, support you in learning, and help you navigate through this class.

Planned Schedule of Class Meetings is provided next page - Exam dates are fixed. But it is possible
that we will shift slightly in timing as we move through the set of topics below – pacing can be
difficult to pin down precisely and sometimes unexpected circumstances can cause a class
cancellation.

*Note: Any changes to the schedule will be announced in class and posted to the Coursespaces site.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 8</td>
<td>Introduction to the Course, the Field of Social Psychology and Doing</td>
<td>Chapters 1,2</td>
<td>*no test questions from Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Social Psychology Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 9</td>
<td>Doing Social PSYC Research</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>May 10</td>
<td>The Social Self</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>May 11</td>
<td>The Social Self/Perceiving Persons</td>
<td>Chapters 3/4</td>
<td></td>
</tr>
<tr>
<td>May 12</td>
<td>Perceiving Persons/Quiz (2%)</td>
<td>Chapter 4</td>
<td>Quiz 2% (chapters 2 &amp; 3) during final 35 min of class</td>
</tr>
<tr>
<td>May 15</td>
<td><strong>Exam 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 16</td>
<td>Stereotypes, Prejudice, &amp; Discrimination</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>May 17</td>
<td>Attitudes</td>
<td>Chapter 5, 6</td>
<td></td>
</tr>
<tr>
<td>May 18</td>
<td>Attitudes/Conformity</td>
<td>Chapters 6/7</td>
<td></td>
</tr>
<tr>
<td>May 19</td>
<td>Conformity</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>May 22</td>
<td><strong>VICTORIA DAY</strong></td>
<td></td>
<td><strong>NO CLASS MEETING</strong></td>
</tr>
<tr>
<td>May 23</td>
<td><strong>Exam 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 24</td>
<td>Group Processes</td>
<td>Chapter 8</td>
<td>No test questions re: chapter 8 – homework assignment instead</td>
</tr>
<tr>
<td>May 25</td>
<td>Attraction &amp; Close Relationships</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>May 26</td>
<td>Attraction &amp; Close Relationships/Helping Others</td>
<td>Chapter 9/10</td>
<td></td>
</tr>
<tr>
<td>May 29</td>
<td>Helping Others</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>May 31</td>
<td>Aggression Bystander Intervention Training in class (part 1)</td>
<td>Chapter 11</td>
<td>Attendance is mandatory to earn 2% for Bystander Intervention training</td>
</tr>
<tr>
<td>June 1</td>
<td>Bystander Intervention Training (part 2) in class</td>
<td>None</td>
<td>Attendance is mandatory</td>
</tr>
<tr>
<td>June 2</td>
<td>Aggression Homewor is due (hard copy to Dr. B.’s drop box by 4)</td>
<td>Chapter 11</td>
<td>Homework is due</td>
</tr>
<tr>
<td>June 5</td>
<td>Aggression/Courtroom</td>
<td>Chapter 11</td>
<td>No test questions re: Appendix A</td>
</tr>
<tr>
<td>June 6</td>
<td>No Class Meeting – this is time to complete your bonus credit work,</td>
<td>None</td>
<td>Exam 3 – 30%, Chapters 9, 10, 11 only</td>
</tr>
<tr>
<td></td>
<td>the CES, &amp; prepare for tomorrow’s exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 7</td>
<td><strong>Exam 3</strong></td>
<td></td>
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</tbody>
</table>
Important Course Policy Information
Summer 2017

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 310-313 of the UVic Calendar May 2017.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, May 2017, p. 49-51)

- What to do if you miss the final exam scheduled on the last day of classes

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

- What to do if you miss an exam other than one scheduled on the last day of classes

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (http://web.uvic.ca/calendar2017-05/undergrad/info/regulations/academic-integrity.html, p. 45-48, UVic Calendar May 2017). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 46-47 in May 2017).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-48 in May 2017) (http://web.uvic.ca/calendar2017-05/undergrad/info/regulations/academic-integrity.html)

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/