

## Psychology 231 (A01): Introduction to Social Psychology Fall 2021

Tuesdays, Wednesdays, and Fridays, 1:30pm to 2:20pm

Location: FRA 159

**Instructor:** Dr. Nigel Mantou Lou (He/Him/His)

Email: niggellou@uvic.ca

Email etiquette: You should always include “**PSYC231**” in the subject line of your email, and include your name and student number at the end of your email. I will try my best to respond to all students’ emails within 48 hours. However, if you email me the night before the assignment is due, you may not get a prompt response. I can answer brief questions regarding material via email. If your question is somewhat intricate, please see me during office hours or after class.

Office: Cornett A240

Office Hours: Thursdays 1:30 – 2:30PM; Fridays 2:30– 3:30PM

It is extremely important to me to make concepts clear and accessible. Therefore, please do not hesitate to attend office hours for any course questions or concerns. Whenever you ask questions, you give me an opportunity to do my job. You can also come in to talk about the course, study skills, your background, your career goals, advice for future courses etc. All students are welcome.

I take a special interest in students improving their skills and my office hours are always open to discuss this.



**Teaching Assistant:** TBA

Email: TBA

### Course Overview:

We are all social animal; our behaviour and emotion are largely influenced by other people and situations that we are in. Social psychology is an exploration of the theories and empirical studies of how social contexts influence people’s thinking, emotion, and behaviour. The course will explore various research topics including social thinking (e.g., attitudes, self-control, social cognition), social influence (e.g., persuasion, conformity), and social relationships (e.g., altruism, close relationships, prejudice), with an emphasis on theories and empirical studies.

Some of the specific skills that I hope you will obtain in this course are:

- (1) understand the critical ideas and methods that establish the foundation of the field,
- (2) critically evaluate social phenomena and social psychology research,
- (3) identify and apply social psychology research to real-world and your everyday life.

At the end of the term, you should be more aware of the influence of social situations, and in a better shape to make the world, including your own personal world, a better place.

### Required Texts:

Myers, Spencer, & Jordan, *Social Psychology*, 8<sup>th</sup> Canadian Edition. McGraw-Hill.

- Students often ask if they can use an older version of the text. All I can tell you is that the exams and lectures are based on the 8th edition. It is up to students to decide how to proceed on the basis of this information.

**Course Websites:** <http://coursespaces.uvic.ca>

Please regularly visit the class website. I will post announcements, grades, etc. I will try my best to post my lecture slides the night before each lecture. The slides will not replace class attendance. As you will see, my slides provide an outline and you will need to take notes to supplement their content.

**Course format:**

This is a lecture-based course. The purpose of the lectures is not to repeat all of the material covered in the textbook during class, but to supplement the material by elaborating upon and clarifying material within the text. During lectures, I will also introduce concepts and research not covered in the text, and real-life applications using class activities, video clips, and demonstrations. Lecture time is limited, so you will be responsible for learning material presented in the text on your own. All of the materials covered in the class, as well as the materials covered in the text and assignments, are eligible to be covered on the exams. Many students will find it helpful to complete the readings from the text right after attending the lecture (see class schedule).

**Prerequisites:**

The prerequisites 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) if such courses are required for the degree program.

**Registration Status:**

Students are responsible for verifying their registration status by the drop deadline (September 21) to ensure they are registered only in courses they have been attending. The last day to add courses online is September 24 for courses that begin in the first term. Undergrad course adds after this date will require an Undergraduate Course Change form and are subject to the approval of the Director of the Academic Advising Centre. 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.

**Course Experience Survey (CES):**

I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous Course Experiences Survey (CES) regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. I will not receive the results until after I have submitted marks for this course. Responses are anonymous.

The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). In the final weeks of the term, an email will be sent inviting you to complete the CES online. I will set aside approximately 15 minutes at the beginning of class on the final day for students to complete the CES. We will complete the CES during class time because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. I will remind you of the date about a week in advance, via an announcement in class and/or via an email announcement. You will need your UVic Netlink ID to access the survey via a laptop, tablet, or mobile device. If you do not complete the CES during that class, you can complete it at a time of your choosing during the last two weeks of classes.

### Proposed Schedule:

There will be three 50-min lectures each week. Lecture slides will be posted on the course website, but the slides posted online provide only an outline of what is discussed in class. If you miss a lecture, you are strongly encouraged to contact another student to review the notes and catch up on material not covered in the slides. The following is a *tentative* schedule of the topics covered during each lecture and the associated readings, as well as the dates of the exams. The instructor reserves the right to make changes to this schedule as the course progresses.

| Week               | Date         | Topics                                      | Readings/Assignments                       |
|--------------------|--------------|---|--|
| 1                  | Sep 8        | Introduction to Social Psychology & Methods | Chapter 1                                  |
|                    | Sep 10       | Introduction to Social Psychology & Methods | Chapter 1                                  |
| 2                  | Sep 14       | The Self in Social World                    | Chapter 2                                  |
|                    | Sep 15       | The Self in Social World                    | Chapter 2                                  |
|                    | Sep 17       | Culture and Self                            | Chapter 2 <i>Assignment 1 Due (Sep 20)</i> |
| 3                  | Sep 21       | Social Beliefs and Judgments                | Chapter 3                                  |
|                    | Sep 22       | Social Beliefs and Judgments                | Chapter 3                                  |
|                    | Sep 24       | Social Beliefs and Judgments                | Chapter 3                                  |
| 4                  | Sep 28       | Midterm 1                                   | <b>Exam content:</b> Week 1 to week 3      |
|                    | Sep 29       | Behaviour and Attitudes                     | Chapter 4                                  |
|                    | Oct 1        | Behaviour and Attitudes                     | Chapter 4                                  |
| 5                  | Oct 5        | Behaviour and Attitudes                     | Chapter 4                                  |
|                    | Oct 6        | Special topic -- <i>Social Mindsets</i>     |  |
|                    | Oct 8        | Stereotype & Prejudice                      | Chapter 11                                 |
| 6                  | Oct. 12      | Stereotype & Prejudice                      | Chapter 11                                 |
|                    | Oct. 13      | Stereotype & Prejudice                      | Chapter 11                                 |
|                    | Oct. 15      | Midterm 2                                   | <b>Exam content:</b> Week 4 to week 6      |
| 7                  | Oct. 19      | Conformity                                  | Chapter 6                                  |
|                    | Oct. 20      | Conformity                                  | Chapter 6                                  |
|                    | Oct. 22      | Conformity & Persuasion                     | Chapter 6 & Chapter 5                      |
| 8                  | Oct. 26      | Persuasion                                  | Chapter 5                                  |
|                    | Oct. 27      | Persuasion                                  | Chapter 5                                  |
|                    | Oct. 29      | Persuasion & Group Influence                | Chapter 5 & Chapter 7                      |
| 9                  | Nov. 2       | Group Influence                             | Chapter 7                                  |
|                    | Nov. 3       | Group Influence                             | Chapter 7                                  |
|                    | Nov. 5       | Midterm 3                                   | <b>Exam content:</b> Week 7 to week 9      |
| 10                 | Nov. 9       | Social Psychology in Movie                  |  |
|                    | Nov. 10      | Reading break, No class                     |  |
|                    | Nov. 12      | Reading break, No class                     |  |
| 11                 | Nov. 16      | Social Psychology in Movie                  |  |
|                    | Nov. 17      | Discussion                                  |  |
|                    | Nov. 19      | Anger & Aggression                          | Chapter 9 <i>Assignment 2 due (Nov 21)</i> |
| 12                 | Nov. 23      | Anger & Aggression                          | Chapter 9                                  |
|                    | Nov. 24      | Anger & Aggression                          | Chapter 9                                  |
|                    | Nov. 27      | Altruism                                    | Chapter 8                                  |
| 13                 | Nov. 30      | Altruism                                    | Chapter 8                                  |
|                    | Dec. 1       | Attraction and Intimacy                     | Chapter 10                                 |
|                    | Dec. 3       | Attraction and Intimacy                     | Chapter 10                                 |
| <b>Exam period</b> | <b>TBA**</b> | <b><i>Final Exam (cumulative)</i></b>       |  |

**\*\*WARNING:** The date of the final examination is TBA. Students must verify the exam date.

**Grades Composition and course requirement:**

|                     | <b>Grade %</b> | <b>Date</b> |
|---------------------|----------------|-------------|
| <b>Assignment 1</b> | 5%             | Sep 20      |
| <b>Assignment 2</b> | 10%            | Nov 21      |
| <b>Midterm 1</b>    | 15%            | Sep 28      |
| <b>Midterm 2</b>    | 15%            | Oct 15      |
| <b>Midterm 3</b>    | 15%            | Nov 5       |
| <b>Final Exam</b>   | 40%            | Exam Period |

The final letter grade in the course will be based on a total rounded percent score. For example 89.5 to 89.9 is rounded up to 90% (A+), whereas 89.4 is rounded down to 89%(A).

|               |              |              |            |
|---------------|--------------|--------------|------------|
| A+ = 90 – 100 | B+ = 77 – 79 | C+ = 65 - 69 | F = 0 - 49 |
| A = 85 - 89   | B = 73 – 76  | C = 60 – 64  |            |
| A- = 80 - 84  | B- = 70 – 72 | D = 50 - 59  |            |

**Final Grades:**

Final grades are final. An error in calculating the final grade is the only reason that a grade will be adjusted. I feel the pain of all students who earn a final percentage that comes “so close” to the next rung on the grade ladder, but that pain is not a good reason for me to adjust your mark. I am firm on this policy: I will not increase your grade at the end of the term just because it is close to a cutoff, nor will I help you mine for marks in previously graded material.

**Exams:**

All of the material covered in the class, as well as the material covered in the textbook and assignments, are eligible to be covered on the exams. Students should know the material in these ways:

- (1) understand the technical languages and terminologies,
- (2) be able to word it in ordinary language (e.g., explain concepts),
- (3) understand the results presented in experiments and be able to explain using the corresponding theories,
- (4) be able to recognize and apply different concepts to the real world,

Simply memorizing a list of terms and definitions will probably allow you to sneak by in the course (the 1st and 2nd points), but it may allow you to do little else. That is, the exams will require application and integration (the 3rd and 4th points) rather than simple memorization of the materials.

Midterms 1, 2, and 3 will consist of up to 40 multiple choice questions, and you will have 45 minutes to complete each midterm. Sample questions will be posted on e-class before midterm 1. Midterms 2 and 3 are not cumulative. The final will consist of 100 multiple choice questions and 10 short answer questions, and you will have 2 hours to complete the exam. The final will be cumulative and cover materials from the entire course (about 40% of the exam content will be from the previous course materials from midterms 1, 2, and 3).

**Missed midterm exams:**

a) Missing midterm exams: All students are expected to be present for exams. There will be no option to re-write a missed midterm exam. If you see an exam date that poses a conflict to your schedule, contact the instructor via e-mail well in advance of the exam date to discuss your circumstances. If illness or personal emergency prevents you from attending an exam, contact the instructor within 2 days of the missed exam to request consideration for the alternative exam score (described below). If you do not make contact within 2 days of the missed exam, you will receive a score of zero for the missed exam. In the event that illness or injury prevents you from contacting me in a timely manner, you will be asked to provide supporting documentation from a health care professional. Any students who miss an exam without making prior

arrangements and without providing documented justification will receive a mark of zero for that exam.

b) Alternative Midterm Exam Score: If a student misses an exam with my permission, the weight of the midterm will be transferred to the final exam. The chance to transfer a missed exam score is only available once; if you miss two midterm exams, you will receive a zero for the second missed midterm exam.

**Missed final exam:**

Apply at Records Services for a “Request for Academic Concession” (see important policies at the end of this document for more details).

**Assignments:**

There are 2 assignments (worth 15% of your final grade). You will find detailed instructions of the assignment on CourseSpaces. It is students’ responsibility to ensure that their assignment has been submitted appropriately through the course website.

The purpose of these assignments is to *apply* social psychological concepts learned in class to real-world phenomena. Accordingly, for the first assignment, students will be asked to evaluate a news story about social psychological research (learning objective 2). For the second assignment, students will watch a movie during class time and identify 5 social psychological concepts learned in class that are depicted or exemplified in the movie (learning objective 3).

Assignment 1 is due by 11:55pm on September 20 and assignment 2 is due by 11:55pm on November 21. Any assignments not yet submitted before the deadline will receive a mark of zero. There will be no exceptions to this policy, except for students who provide written, verifiable evidence of illness or personal difficulty, and who inform me of these issues in advance. Emergency situations do happen, and we will handle each of these on a case-by-case basis.

**Additional Information:**

**1) Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**2) Attendance**

To succeed in this course, you should attend every class because I will present a great deal of material not covered in your textbook and expand on important points in the text. But extenuating circumstances may arise that can make this difficult to attend every class. If you cannot attend a class, I would encourage you to ask for your classmate to share their notes with you, and I also encourage that everyone in this class helps each other out when you classmate ask for your help.

### **3) Child Care and Child-Friendly Policy**

It is my belief that if we want diversity in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Come talk to me about how I can make you feel supported. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

### **4) Grade Appeals**

If you feel strongly that your grade on an exam or written assignment was unfair or mistaken, you must express that concern to me via email or in person during my office hours (NOT before or after class) within one week of the date that the grade was first posted on CourseSpaces.

### **5) Sexualized Violence Prevention and Response at UVic**

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119 Phone: 250.721.8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**  
**Important Course Policy Information**  
**FALL 2021**

***Prerequisite***

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 the UVic Calendar May 2020 (<https://www.uvic.ca/calendar2020-05/undergrad/index.php#/content/5db888a563f365001a66a44b>).

***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***

- ***What to do if you miss the final exam scheduled during 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 during 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 [https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk\\_0xsM\\_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcltemType=policies](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcltemType=policies). 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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **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.
4. **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.
5. **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.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 September 2021.

**The definitive source** for information on Academic Integrity is the University Calendar

**Other useful resources on Plagiarism and Cheating include:**

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>  
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. [https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate\\_Sept\\_2013.pdf](https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf)





# A Note on Self-Care

Remember to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

## ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

## ***Counselling Services:***

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

## ***Health Services:***

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

[www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

## ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

[www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

## ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)