Introduction to Social Psychology
Psychology 231 (A01), Summer 2020
Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays, 2:30pm to 4:20pm
Online via Coursepaces and Zoom

Instructor: Alexandra N. Fisher
Email: anfisher@uvic.ca
Virtual Office Hours: Thursdays 11:30am to 12:30pm, or by appointment
Virtual Office: You can find me on Zoom during office hours using the designated link on CourseSpaces

Teaching Assistant: Clea Sturgess
Email: cleastur@uvic.ca
Virtual Office Hours: By appointment

Course Overview:
The purpose of this course is to introduce you to research and theories within the field of social psychology. Topics include: the self, self-esteem, culture, attitudes, persuasion, prosocial behavior, attraction, stereotyping, prejudice, and others. The textbook is broad while the lectures will tend to cover more specific issues, especially recent experimental and theoretical approaches.

Course Learning Outcomes:
• When presented with social psychological research, students will effectively evaluate and interpret its methodology
• When presented with fundamental social psychological concepts, students will accurately identify and describe these concepts.
• When presented with real world social interactions, students will recognize and identify the social psychological concepts at work.
• When examining their own social thinking, students will consider the heuristics and biases that might be influencing their thinking.

Respect for Diversity:
It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students’ learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will 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, body size, 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 or cultural events, please let me know so that we can make arrangements for you.

Contacting the Professor:
Please come to my virtual office hours or contact me at my UVic email account. For important matters, please do not contact me through CourseSpaces. You must include “PSYC 231” in the subject line of your email for me to respond in a timely manner. Without the course name in the subject line, it might get filtered to spam, so beware! Make sure you put your name and student number at the end of your message.

- 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 seventh edition. It is up to students to decide how to proceed on the basis of this information.

**Important Websites:**
1. Coursespaces for Online Quizzes, Announcements, and Lecture Slides: [http://coursespaces.uvic.ca](http://coursespaces.uvic.ca)
3. Zoom for Lectures: [https://uvic.zoom.us](https://uvic.zoom.us)
4. Audacity (for optional podcast creation): [https://www.audacityteam.org](https://www.audacityteam.org)

**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. Students are responsible for checking their registration status by the add/drop deadline.

**Course Drop Deadline:**
The last day for dropping a course with a 100% fee reduction is **June 6th**. It is your responsibility to check your registration status by the drop deadline to ensure that you are registered only in courses that you have been attending.

**Course Experience Survey:**
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 unless you choose to say things in optional open-ended comments that identify you (which I do not recommend).

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](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.

**Class Participation:**
It is expected that you will be virtually present for online lectures on Zoom (see link in CourseSpaces). We will have group discussions, activities, class polls, and opportunities to ask questions during class time so it is important that you be there to participate and contribute to a fun and collaborative learning environment. Lectures will also be recorded and available via Kaltura (link on Coursespaces) for students who miss a class or are otherwise unable to virtually attend lectures during real time. Here is some handy information to familiarize yourself with
Grade Composition Overview:

Online Exams – 75%
Online Quizzes – 10%
Short Podcast Episode OR Discussion Post – 15%

Grades:
In determining your final letter grade, the final percentage is rounded such that marks ending in 0.49 or lower are rounded down and marks ending in 0.50 and up are rounded up. For example, 79.1 is rounded to 79 and 79.6 is rounded to 80.

a) 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.

Requirements

Tests (75%):
There will be three online tests worth a total of 75% of your final grade. Each exam is worth 25%. Exams are not cumulative. They will cover all material from the text, videos, and lectures for the relevant period of time. Exams will be online and primarily multiple-choice in format. Exams will be available to be completed within a 64-hour period at the end of each week (e.g., Friday 8am to Sunday 11:59pm) before the start of the subsequent week’s content. Once opened, you will have 1 hour to complete the exam. Exams will time out after this 1-hour period.

a) Missing Exams: I expect all students to be present for exams. There will be no option to re-write a missed exam. If you see an exam date that poses a conflict to your schedule, contact me in person or via e-mail (anfisher@uvic.ca) well in advance of the exam date to discuss your circumstances. If illness or personal emergency prevents you from attending an exam, contact me within 2 days of the missed exam (either in person or via e-mail) 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 Exam Score: If a student misses an exam and can provide written, verifiable evidence of medical problems or other extreme circumstances, then with my permission, a mark for their missed exam will be generated based on their other three exam scores. For example, if a student missed Exam 2, then the recorded mark for Exam 2 would be the average of their scores on Exams 1, 3 and 4. The chance to generate a missed exams score from your remaining exams is only available once; if you miss two exams, you will receive a zero for the second missed exam and that zero will be included in the calculation of your first missed exam score.

c) Technical Difficulties During Exam: If you experience technical difficulties during your exam, please email myself and your TA immediately. We will get back to you as soon as
possible and restart your exam. In most cases, you will be able to start the exam from where you left off during your first attempt. In some cases, however, there may be some loss of responses. Please save your answers regularly.

Online Quizzes (10%)
There will be online reading quizzes throughout the course. These quizzes are graded for accuracy, and also serve as a tool to help you keep up with the readings throughout the course. You will complete the quizzes on coursespaces. They will cover assigned reading for each exam, and exam-relevant quizzes are to be completed by 11:59pm on Thursday of each week. However, it is recommended that you complete the quizzes in advance of each relevant lecture. These quizzes will be primarily multiple-choice format (with some matching and true/false questions). You may drop your lowest two quiz grades. Because you may drop two quizzes, make-up quizzes will not be administered.

Podcast Episode Creation OR Online Discussion Post (15%)
You will have the option of contributing to our learning community by either: a) creating and posting a short podcast episode or b) writing and posting a short response paper to one of several possible discussion prompts posted on CourseSpaces. You will be asked to indicate your preference on CourseSpaces by Monday, June 8th at 5pm. Whichever option you choose, the assignment will be due by 2:30pm on Monday, June 22nd. Both podcast episodes and discussion papers will be shared with the class via CourseSpaces.

a) Option 1: Short Podcast Episode. If you choose to create a podcast episode, you will be put into a small group with two to three other students. Together, you will choose one topic from the textbook modules (A, B, C, or D) to be the focus of a short (3-4 minute) podcast episode. Within the first 10 seconds of their podcast, each student in the group must clearly state their name. Introductions should be followed by the title or concept being covered. The remaining time should be spent introducing the story/concept, explaining it to the audience, and linking it to other fundamental social psychological concepts, including those discussed during lectures. It is expected that each group member spend approximately the same amount of time speaking on the podcast. Students are encouraged to be creative with the podcast – to have fun, and find ways to provide an informative and entertaining podcast. For example, students may wish to interview other experts on the topic and/or find other content to bring into the podcast. Please email your groups’ podcast in .mp3 format to both myself (anfisher@uvic.ca) and your TA (cleastur@uvic.ca) with each group member listed and cc’d in the email before 2:30pm on Monday June 22nd. For some of the more nitty-gritty technical details of how to create a podcast episode consult: https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students

b) Option 2: Online Discussion Post. If you choose this option, you will write and post a short paper (1-2 page) in response to one of the several possible discussion topics (related to modules A, B, C, or D) that will be posted on CourseSpaces. In your post, you must introduce the story/concept, explain it to the audience (i.e., your classmates), and link it to other fundamental social psychological concepts, including those discussed during lectures. Think of this assignment like writing a blog entry, you’ll want to provide your readers with an accessible entry point to the topic/concept. It does not need to be comprehensive, but it does need to provide a solid introduction to the core themes or components of the concept. Students are encouraged to have fun and be creative with this assignment (e.g., include relevant examples, current events, etc.). The finished product will be posted to CourseSpaces to help you and other students learn more about the core
concepts in this course. This discussion paper is to be no longer than 2 pages, single-spaced, standard Times New Roman 12pt font, ¾ inch margins [reference list is not included in page limit]). Papers that go past the page limit will receive a mark of zero. The assignment is due Monday, June 22nd: Please post your paper by 2:30pm to the relevant discussion forum on CourseSpaces. Papers will not be accepted by email. Any papers submitted by email will be ignored. More detail about the assignment will be available on CourseSpaces.

Late Assignments: No late assignments will be accepted. After 2:30pm on June 22nd posts and podcasts will not be accepted. Any assignments not yet submitted 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 of course happen, and we will handle each of these on a case-by-case basis.

Additional Information
1) CourseSpaces: Please regularly visit the class website on CourseSpaces (http://coursespaces.uvic.ca). I will post announcements, grades, etc. I will post my lecture slides before class. As you will see, my slides provide an outline and you will need to take notes to supplement their content.

2) Textbook Online Resources: If you purchase the textbook, either hardcopy or electronic, you will gain access to the online resources: https://connect.mheducation.com/class/a-fisher-june-2020

3) I suggest all students peruse these resources, which include an e-book that you can highlight.

4) Attendance: To succeed, attend 100% of the lectures. I will present a great deal of material not covered in your textbook and expand on important points in the text.

5) Viewing your exams: Exams will not be returned to students. Students who wish to see their exams should visit their TA during their virtual office hours (or by appointment). The TA can discuss your answers with you over Skype, Zoom, or email.

6) 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.

7) 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. 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 Web: www.uvic.ca/svp
# Proposed Schedule of Classes

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<th>Textbook</th>
<th>Due Dates</th>
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<td>04-Jun, What is social psychology?</td>
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<td>05-Jun, What is social psychology?</td>
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<tr>
<td>05-Jun, The Self</td>
<td>Chapter 2</td>
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<td>8-Jun, The Self</td>
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<td>Indicate choice on CS</td>
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<td>8-Jun, Culture</td>
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<td>9-Jun, Gender</td>
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<td>10-Jun, Social Beliefs and Judgments</td>
<td>Chapter 3&amp;4</td>
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<tr>
<td>11-Jun, Behaviour, Attitudes &amp; Decision Making</td>
<td>Chapter 3&amp;4</td>
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<td>12-Jun, Persuasion</td>
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<td><strong>12-14-Jun</strong> Exam 1: Chapters 1, 2, 3 &amp; 4 and associated lecture content</td>
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<td>15-Jun, Conformity</td>
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<td>16-Jun, Group Influence</td>
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<td>17-Jun, Group Influence</td>
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<td>19-Jun, Aggression</td>
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<td><strong>19-21-Jun</strong> Exam 2: Chapters 5, 6, 7 &amp; 8 and associated lecture content</td>
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<td>22-Jun, Relationships</td>
<td>Chapter 10</td>
<td>Post/Podcast due</td>
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<td>23-Jun, Inequality</td>
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<td>24-Jun, Stereotyping, Prejudice &amp; Discrimination</td>
<td>Chapter 11 &amp; 12</td>
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<td>25-Jun, Intergroup</td>
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<td>Quizzes 7-9 Due</td>
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<tr>
<td>26-Jun, Special Topics/Applied Social Psyc.</td>
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<tr>
<td><strong>26-28-Jun</strong> Exam 3: Chapters 9, 10, 11 &amp; 12 and associated lecture content</td>
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Important Course Policy Information
Summer 2020

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 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/calendar2020-05/undergrad/index.php#policy/Sk_0xsM_V?bc=true&bcCurrent=08%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=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. **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.

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

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)

2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](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; Web: uvicombudsperson.ca.


A note to remind you 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/

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/

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/. 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/

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/