

# Syllabus for PSYB10H3: Introduction to Social Psychology

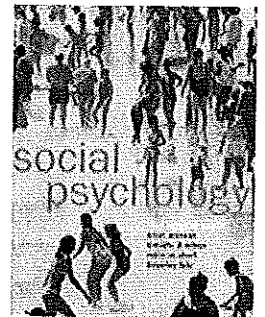
## University of Toronto at Scarborough (Fall 2008)

Meets Wednesdays (10 AM – 11 AM) and Fridays (10 AM – 12 PM)  
Academic Resource Centre (ARC), Room 223

Course Instructor: Professor Steve Livingston	Teaching Assistant: Jennifer Gutsell
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Instructor Office Phone: 416-208-2695 (w/ voicemail)	TA Office Location: TBD
Office Location: Science Wing 569-A	TA Office Hours: TBD
Office Hours: TBD or by appointment	

**Primary Text:** Aronson, E., Wilson, T. D., Akert, R. M., and Fehr, B. (2005/2007). *Social psychology* (3<sup>rd</sup> Canadian ed.). Toronto: Prentice Hall. [ISBN: 0-13-197627-3]

**Important Note:** If you use an older edition of this text, or if you choose to use another text entirely, it will be your responsibility to ensure that you are familiar with the material from the weekly assigned readings in the 3<sup>rd</sup> edition for the purposes of exams. For obvious reasons, I cannot and will not provide lists of corresponding readings for other texts. *For those students with financial hardships, please note that three desk copies of the course textbook are available from the reserves desk at the UTSC library in the Academic Resource Centre. They can each be borrowed for a 3-hour period.*



### Course Description

*From UTSC Course Calendar:* Surveys a wide range of phenomena relating to social behaviour. Social psychology is the study of how feelings, thoughts, and behaviour are influenced by the presence of others. The course is designed to explore social behaviour and to present theory and research that foster its understanding. [Exclusion: PSY220H; Prerequisites: PSYA01H & PSYA02H]

*From Professor Livingston:* This course will serve as an introduction to the exciting field of social psychology, with a strong emphasis on experimental approaches to hypothesis testing. We will explore the power of the social forces in determining the thoughts and actions of individuals. We will relate course topics to real events and consider how we can use this body of knowledge to benefit ourselves and our world. I want to foster knowledge of the history and methods of social psychology, the major contributions social psychologists have made to the understanding of the human condition, and how to critically and scientifically evaluate claims about the psychology of human interaction. Finally, I want to demonstrate that social psychology is a highly applied science, of use to those working in many domains, including (but not limited to) health care, sales, education, law, politics, military, environmental, urban planning, organizational behavior, and family studies.

**Lecture and Exam Schedule**

This semester, PSYB10 will be delivered in an “interactive lecture” format. I will spend a good deal of our time together delivering traditional lectures, but I also recognize the pedagogical value of active participation, hands-on demonstrations, and small-group discussions. I welcome questions from the audience -- and dialogue among classmates, when appropriate -- although I reserve the right to steer the conversation as needed (e.g., tabling questions, moderating debates, asking for silence, etc.).

<i>Meeting Date</i>	<i>Lecture Topic(s)</i>	<i>AWAF*</i>
09/10/2008 (W)	Introduction and history of the discipline	1-26
09/12/2008 (F)	Research methods in social psychology	27-50, 53-57
09/17/2008 (W)	Social cognition: Schemas and heuristics	58-79, 82-86, 88-92
09/19/2008 (F)	Social cognition: Automaticity and control	See above
09/24/2008 (W)	Impression formation: Deciding “what”	93-106
09/26/2008 (F)	Attribution theories: Deciding “why”	107-131
10/01/2008 (W)	Attitude structure and function	165-174
10/03/2008 (F)	Persuasion, attitude change, and dissonance	175-193, 197-204
10/08/2008 (W)	1 <sup>st</sup> Midterm Exam (30% of grade)	
10/10/2008 (F)	Self-knowledge and the functions of self	
10/15/2008 (W)	Predictors of interpersonal attraction	
10/17/2008 (F)	Close relationships and intimacy	
10/22/2008 (W)	Small-group dynamics	
10/24/2008 (F)	Predictors of conformity	
10/29/2008 (W)	Obedience to authority	
10/31/2008 (F)	Compliance and social influence tactics	
11/05/2008 (W)	2 <sup>nd</sup> Midterm Exam (30% of grade)	
11/07/2008 (F)	Prosocial behavior	
11/12/2008 (W)	Prosocial behavior / Aggression and violence	
11/14/2008 (F)**	Aggression and violence	
11/19/2008 (W)	Stereotypes, prejudice, and discrimination	
11/21/2008 (F)	Stereotypes, prejudice, and discrimination	
11/26/2008 (W)	TBA (applied topics?)	
11/28/2008 (F)	TBA (applied topics?)	
TBA	final Exam (40% of grade)	

\*AWAF = Indicates readings from the Aronson, Wilson, Akert, & Fehr (3<sup>rd</sup> Canadian ed.) textbook

\*\*Sunday, Nov. 16<sup>th</sup> is the last day for UTSC students to drop F courses without academic penalty

**Important note:** For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in University of Toronto classrooms is prohibited. However, providing that the recording process is not disruptive, students may obtain written consent from the professor to record the lectures. Videos and slides for each day’s lecture for PSYB10 will be posted at <http://www.utsc.utoronto.ca/~psyb10/online.html>.

## Exam and Grading Policies

*As of September 10, 2008, the midterm exam dates listed on the class schedule are tentative and the final exam date is unknown. This information will be updated as soon as it is known.*

As indicated on the class schedule, there will be two midterm exams (worth 30% each, for a total of 60% of your total grade) and one final exam (worth 40% of your total grade), all composed of multiple-choice questions. These exams will not be “cumulative” as such; however, there are some recurrent themes in this course that may be addressed by questions on more than one exam. Thorough review guides will be prepared and distributed in advance of each exam.

There are **NO** extra credit opportunities in this course, and reweighting exam grades is unlikely except in very unusual circumstances. Therefore, it is in your best interest to take each exam very seriously and to gauge your progress relative to your grade expectations well before the final drop date: **Sunday, November 16<sup>th</sup>, 2008.**

The instructional staff will alter grades only when an examination scoring error has been identified. Dissatisfaction with your grade, the need to have a certain GPA for your major, to avoid academic suspension, or to graduate, “my parents are going to *kill* me!”, etc., are **NOT** legitimate reasons to receive extra points. If one student was given special consideration in the form of an extra percent or two, in fairness I would have to provide the same consideration for every other student in the class.

**If you cannot attend the *midterm exam(s)*** (e.g., due to conflicts with another course, medical illness, or some other unavoidable circumstance), you must contact the instructional staff (professor and TAs) immediately after you realize you will not be able to attend. Formal make-up midterms will be given at some point in the week following the original midterm exams.

**If you cannot attend the *final exam*** (e.g., due to conflicts with another course, medical illness, having final exams -- including PSYB10 -- in three consecutive exam periods, or some other unavoidable circumstance), you must contact the registrar’s office immediately after you realize you will not be able to attend; if warranted, they will make arrangements for you to write your final exam at alternate times. The instructional staff **CANNOT** make changes to the final exam schedule to suit individual needs.

### **Instructional Staff Responsibilities for this Course**

- 1) Arriving on time and ready to work
- 2) Doing our best to make the course material interesting and relevant to our students
- 3) Doing our best to make the classroom environment a safe and respectful place to learn
- 4) Doing our best to respond to all student concerns within 48 hours of initial contact
- 5) Encouraging and carefully considering feedback from our students
- 6) Regularly updating the online lectures and other course materials
- 7) Making announcements of any changes to the course schedule as far in advance as possible
- 8) Fairly and promptly grading exams, and allowing students to review their own work
- 9) Adhering to the written policies of the University of Toronto Scarborough

### **Student Responsibilities for this Course**

- 1) Arriving on time and ready to work
  - a. Keeping up with the weekly assigned readings
  - b. Regularly attending class and/or viewing the online lectures
  - c. Taking notes other than what is printed on PowerPoint slides
  - d. Participating in class discussions, activities, demonstrations, etc.
  - e. Asking questions when you need something answered
- 2) Professional conduct inside and outside of class
  - a. Avoiding unnecessary disruptions of class lectures (e.g., arriving late or leaving early, talking with classmates, leaving your cell phone on, taking a nap, noisily eating, etc.)
  - b. Cleaning up your personal space (food packaging, scrap paper, etc.) before you leave
  - c. Being tolerant of other opinions and being constructive when providing feedback
  - d. E-mails to instructional staff should be clear and concise, and sent *via* University of Toronto accounts whenever possible
- 3) Maintaining standards of ethical scholarship
  - a. Neither committing, encouraging, nor ignoring academic misconduct
  - b. Reporting incidents of academic misconduct when observed
- 4) Contacting the instructional staff (TAs and/or professor) when you:
  - a. Will be unable to attend an exam due to medical illness or other reasons
  - b. Notice a broken link or other problem with the online class content
  - c. Suspect a colleague of academic or non-academic behavioral misconduct
  - d. Do not understand the course material even after reviewing the lectures and readings

## ACADEMIC MISCONDUCT STATEMENT

<http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>

I strongly suggest that you carefully read sections A and B of the above-linked *Code of Behaviour on Academic Matters*, as they form the basis of academic misconduct policy for this course. Academic integrity and honest scholarship are keystones for the success of any great university, the reputation of its graduates, and the worth of its awarded degrees. I take these matters extremely seriously, and I hope that you do as well. Please contact me if you have suspicions of academic misconduct on the part of a classmate, or if you are unsure whether something you personally plan to do is outside the boundaries of ethical scholarship.

## DISABILITY STATEMENT

All students are welcome in this course, including those with disabilities. It is vitally important that students discuss their needs as early as possible with *AccessAbility* Services (contact information is provided below) in order to put accommodations in place. Students must present relevant and up-to-date documentation, as outlined on the website, from an appropriate health care professional.

Services are provided to students who have a mental health disability, learning disability, attention deficit disorder, acquired brain injury, physical, sensory (hearing/vision), or chronic health condition (e.g., epilepsy, cancer, bowel disease) as well as students who have temporary disabilities such as a broken dominant arm. Students who register with *AccessAbility* and utilize their services will not be identified on their transcript as receiving accommodations. Information disclosed to the service is confidential and is disclosed with the student's permission. *AccessAbility* staff can be reached at:

Voice/TTY: 416-287-7560

Office Location: Science Wing 302

E-mail: [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca)

Website: <http://www.utsc.utoronto.ca/ability/>