



PSYC*2310, Course Outline: Fall 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: Fall 2024

Course format: Face-to-Face

Class Schedule and Location: Tuesdays & Thursdays 11:30 am - 12:50 pm, ROZH 101

Instructor Information

Name: Prof. Saba Safdar

Email: 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

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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>
September 5 th	Introducing Social Psychology	1
September 10 th	The Self in Social World	2
September 12 th	Self and Culture	-
September 17 th	Attribution	3

September 19 th	Attitudes	5
September 24 th	Attitudes & Attribution across Culture	
September 26 th	Conformity & Obedience	7
October 1 st	Conformity across Culture	-
October 3 rd	Persuasion	6
October 8 th	Review Session for Midterm	-
October 10 th	Midterm	-
No class scheduled, Fall Study Break (October 11 – 15)		
October 17 th	Cultural Context of Persuasion	-
October 22 nd	Group Behaviour	8
October 24 th	Crowd Behaviour	-
October 29 th	Intergroup Relations	9
October 31 st	Altruism	12
November 5 th	Altruism Across Culture	-
November 7 th	Aggression	11
November 12 th	Violence Across Culture	-
November 14 th	Stereotypes	4 & 10
November 19 th	Prejudice	-
November 21 st	Attraction & Intimacy	13
November 26 th	Review Session for Final Exam	-
November 28 th	Intimate Relationships Across Culture	-

Final Exam: December 11th, 8:30 – 10:30 am 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 – September 5 - 15

Readings

- Textbook: Chapters 1 and 2

Assessments

- September 12, **In-Class Quiz 1**
- **Discussions Activity #1**
Opens: September 9 at 12:01 am ET
Closes: September 13 at 11:59 pm ET
Initial Response due: September 10 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 2 – September 16 - 22

Readings

- Textbook: Chapter 3 & 5

Assessments

- September 17, **In-Class Quiz 2**
- September 19, **In-Class Quiz 3**
- **Discussion Activity #2**
Opens: September 16 at 12:01 am ET
Closes: September 20 at 11:59 pm ET
Initial Response due: September 17 by 11:59 pm ET

Discussion Activity 2: Who Are You?

For the second 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 3 – September 23 – 29

Readings

- Textbook: Chapter 7

Assessments

- September 24, **In-Class Quiz 4**
- September 26, **In-Class Quiz 5**

- **Discussion Activity #3**

Opens: September 23 at 12:01 am ET

Closes: September 27 at 11:59 pm ET

Initial Response due: September 24 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 4 – September 30 - October 6

Readings

- Textbook: Chapter 6

Assessments

- October 1, **In-Class Quiz 6**
- October 3, **In-Class Quiz 7**

- **Discussion Activity #4**

Opens: September 30 at 12:01 am ET

Closes: October 4 at 11:59 pm ET

Initial Response due: October 1 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 and 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 5 – October 7 - 13

Assessments

- **Midterm**
October 10, 11:30 am – 12:50 pm ET

No class scheduled, Fall Study Break (October 11 – 15)

Week 6 – October 14 - 20

Assessments

- October 17, **In-Class Quiz 8**

Week 7 – October 21 - 27

Readings

- Textbook: Chapter 8

Assessments

- October 22, **In-Class Quiz 9**
- October 24, **In-Class Quiz 10**
- **Discussion Activity #5**
Opens: October 21 at 12:01 am ET
Closes: October 25 at 11:59 pm ET
Initial Response due: October 22 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 – October 28 - November 3

Readings

- Textbook: Chapters 9 & 12

Assessments

- October 29, **In-Class Quiz 11**
- October 31, **In-Class Quiz 12**
- **Discussion Activity #6**
Opens: October 28 at 12:01 am ET
Closes: November 1 at 11:59 pm ET
Initial Response due: October 29 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
- 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

Week 9 – November 4 - 10

Readings

- Textbook: Chapter 11

Assessments

- November 5, **In-Class Quiz 13**
- November 7, **In-Class Quiz 14**

- **Discussion Activity #7**

Opens: November 4 at 12:01 am ET

Closes: November 8 at 11:59 pm ET

Initial Response due: November 5 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 – November 11 - 17

Readings

- Textbook: Chapter 4 & 10

Assessments

- November 12, **In-Class Quiz 15**
- November 14, **In-Class Quiz 16**

- **Discussion Activity #8**

Opens: November 11 at 12:01 am ET

Closes: November 15 at 11:59 pm ET

Initial Response due: November 12 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 – November 18 - 24

Readings

- Textbook: Chapter 13

Assessments

- November 19, **In-Class Quiz 17**
- November 21, **In-Class Quiz 18**

Week 12 – November 25 – 29**Assessments**

- November 28, **In-Class Quiz 19**

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
In-Class Quizzes (1% each) Best of 15 out of 19 quizzes	See Schedule above	15%	LO # 1 & 2
Discussion Participation (8 x 5.5%) = 44%	See Schedule above	44% + 1% = 45% One bonus mark if all discussion assignments are completed	LO # 3 & 4
Midterm Exam	October 10 th 11:30 am – 12:50 pm EST, in-person	15% or 25%*	LO # 1 & 2
Final Exam	December 11 th 8:30 – 10:30 am 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) Eight discussion activities (44% + 1%)

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 the Tuesday before midnight. The detail of the grading is provided in the discussion rubric posted on CourseLink.

Note that if you submit all eight discussion activities you earn one bonus mark, regardless of your grades on them. This incentive encourages full participation in these assignments.

(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 and you will receive zero for this assignment.

Final examination date and time:

December 11th, 8:30 – 10:30 am EST, 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.

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

If you miss the midterm, you must provide supporting documentation to receive permission for a make-up. Please note that there are no make-up opportunities or late submissions allowed for in-class quizzes. If you miss a lecture with a quiz, forget your clicker, or cannot access the clicker app on your device, you will miss the quiz, and there will be no make-up.

However, you can still achieve a perfect score for in-class quizzes as only your best 15 out of 19 quizzes will be counted, allowing you to miss up to four quizzes without penalty.

Similarly, there are no make-ups for discussion activities. You are expected to post your reflection and respond to a group member's post 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 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.