

# Social Psychology

SOC241:B1 Winter 2020

Tory 1-93

Monday, Wednesday, Friday 2:00 – 2:50

Les Hayduk

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Tory 4-21, 780-492-2730

Office Hours:

Monday 4:30-5:00

Wednesday 4:30-5:00

or by appointment

Class 88968

## Textbook

The **required** course text is

R. **Baumeister** and B. **Bushman**, *Social Psychology and Human Nature: Custom Edition*.  
Nelson Publishing, 2013, ISBN 0176583947

## Registration Requirements

**Prerequisites:** SOC 100, or PSYCO 104 or 105

**Anti-requisites:** SOC 241 and PSYCO 241 may not both be taken for credit

## Course Perspective and Structure

Human activity routinely occurs in the context of other people. The discipline of social psychology is an academic investigation of various aspects of social behaviors, including the thoughts and feelings coordinated with social activities. Over the past century social psychologists employed a variety of investigative methods and adopted multiple theoretical perspectives, which historically led to social psychology being taught as a survey of the various methods and theories. In recent decades the discipline matured sufficiently for an overall general structure to emerge that permits organizing many of the previously disjointed studies and perspectives. The new structure conflicts with some features and claims of older perspectives, and it is still partially in flux – which makes social psychology a dynamic, controversy-prone, and exciting arena of academic engagement.

The new systematizing structure originates in emerging understandings of the physiological capabilities and limitations the human body. This recommends learning something about the relevant physiological features, and how those features come to be coordinated with social thoughts, feelings, and activities. This course is structured to highlight the key features grounding the systematizing transformation, and to illustrate the frictions and disagreements created by the transformation. This is accomplished by incorporating both traditional and post-traditional course content. The Baumeister and Bushman (BB) text provides the traditional content, while the post-traditional content will be provided in

the lectures and e-materials. Multiple lecture notes and e-materials will be made available in coordination with the lectures, but some lecture points will *not* receive e-supplementation.

This class should have a feel of being “academically picky” about some fundamental presumptions (and alternatives to the presumptions) traditionally presented in social psychology texts. The course begins by considering what it is worth being academically-picky about, and strives to progressively extend understandings consistent with the fundamental commitments/requirements. The course seeks, and endeavors to respect, fundamental analytical structures rather than surveying the full range of historically discussed topics. The class requires tolerance for learning different and even incompatible “explanations” of social psychological phenomena, as well as tolerance for learning criteria differentiating possible explanations. This class strives to assist students to become educated assessors of social psychological materials, rather than mere consumers of traditional social psychological materials.

You may find it beneficial to adopt different learning/studying styles for different portions of this course. Since there are competing explanations/understandings, you will want to learn the substance of each of the sets of claims/understandings. What does the Baumeister and Bushman (BB) text say/claim? And, what do the lectures and e-materials say/claim? These kinds of questions can be reasonably pursued as memory work. The differences between the two approaches, and the points of disagreement, contrast, friction and unclarity/confusion between the BB text and the lectures/e-materials will likely be more easily retained if you view, or imagine, the material as containing disagreements, where you might be randomly assigned to defend/agree-with either perspective. That is, it may assist you to *imagine* yourself being challenged to evaluate and defend *either* side of the various approaches, even though you will in fact NOT be required to take sides. The issue is not what you like/dislike but the features/considerations that lead toward supporting/defending or opposing/criticizing the various perspectives on social psychology. Class discussion typically helps grasp this material, so please speak up. Consideration of awkward, problematic, and “uncomfortable” social behaviors can arise nearly anywhere during class discussions. This makes it difficult to forewarn the class about all the kinds of topics that might trigger discomfort. I will do what I can to provide advance warning if I am informed (in person or via email) of matters that might concern participants, and I will attempt to address difficult issues as clearly, openly, and even-handedly as possible. If there are issues about which you feel especially sensitive, we might consider seeking advice, direction, or assistance from Counselling and Clinical Services ([www.uab.ca/CCS](http://www.uab.ca/CCS)) or the Academic Success Centre ([www.uab.ca/success](http://www.uab.ca/success)).

Examinations may include materials requiring application of the principles and topics covered in the lectures and text to novel examples/instances, including new instances of perspectival-disagreements encountered previously. You may find it helpful to use two highlighting colors in marking the Baumeister and Bushman (BB) text: e.g. yellow for your usual mode of highlighting, and red for specific BB statements I address or comment on during lectures.

The Baumeister and Bushman text (with some bundled content) will be available via the bookstore. The various e-class materials will be made progressively available in coordination with the lectures.

## Course Requirements, Grades, Weighting and Procedures

There will be **three** exams, each containing only multiple choice questions. Material from the text, lectures, class discussions, and any DVDs, will be included on the exams. The two term tests will be 50 minutes each, and the final exam will be 2 hours. The weights for the exams are provided below.

**Your UNIVERSITY ID will be required at ALL the exams.**

The two Term Tests will be held at the regular class times but **WILL NOT** be held in the usual lecture room – due to class size and room layout. The exams will be held in larger rooms, which will be announced in class, and provided “below” on the e-class syllabus, as soon as these becomes available.

**Term Test 1 (50 minutes):**

**Friday February 7, 2020** in room \_\_\_\_\_  
Covering ALL the materials to date (text, lecture, class discussion).....30%

**Term Test 2 (50 minutes):**

**Friday March 13, 2020** in room \_\_\_\_\_  
Emphasizing all material covered after Term Test 1 (text, lecture, class discussion).....35%

**Final Exam (2 hours)**

Tentatively: April 21, 2020, at 9:00 AM; but students should confirm the official final exam date, time, and location on Bear Tracks.

Covering: Chapter 1 pages 1-6, and emphasizing material (text, lectures, e-class, discussion, and DVDs) covered since the second midterm exam. The cumulative nature of the lecture and e-class material introduces some unavoidable dependence on earlier course content .....35%

Total 100

Example exam questions are presented in the Baumeister and Bushman (BB) text and additional B&B practice exam questions will be available from a website bundled with the text purchase. Some study assistance will be provided in the e-class materials near the end of Chapter-1, and some additional example questions will be provided in coordination with the review class preceding the first mid-term exam.

## Grading

Grades are based on the percentage categories shown below, using the following calculation:

$$\begin{aligned} \text{Percent} = & (\text{proportion of correct answers Term Test 1}) \times 30 \\ & + (\text{proportion of correct answers Term Test 2}) \times 35 \\ & + (\text{proportion of correct answers on Final Exam}) \times 35 \end{aligned}$$

Percents will be rounded up to the next whole percent if the first decimal is  $\geq .500$  and will remain unchanged at the whole percent if the first decimal is  $\leq .499$ . Letter grades are converted to points by the University to calculate GPA.

Percentage	Letter Grade	Point Value
88-100	A+	4.0

84-87	A	4.0
80-83	A-	3.7
76-79	B+	3.3
72-75	B	3.0
68-71	B-	2.7
64-67	C+	2.3
60-63	C	2.0
56-59	C-	1.7
52-55	D+	1.3
50-51	D	1.0
0-49	Fail	0.0

## Tentative Schedule of Topics and Readings

BB pages: refers to the Baumeister and Bushman text pages.

H pages: refers to Hayduk e-class materials, or “Hayduk Chapters and pages”, which will be made electronically available in coordination with the lectures. Numerous smaller H materials may be made electronically available even though not listed below.

### **Topic 1:** Introduction and Fundamental Commitments

H C1 1-6

BB xvii-xviii, 2-15

### **Topic 2:** Methodology

variables, correlations, causation, structural models

H C1 7-15

BB 25-30

experimentation

H C1 16-26

BB 15-25

Self-assessment and testosterone examples (the example experiment concerns sexual material potentially distressing to some)

H C1 27-34

### **Topic 3:** Brains, neurology, and formality of attractiveness/familiarity

H C2 1-26, 27-33

BB 40 (nature defined), 54-58, 225

### **Topic 4:** Neural learning, brain and culture

H C2 34-41, 42-52

BB 45-53

### **Topic 5:** Neural loops, constructionism, illusions, imagination, the sensible and the Self(?)

H C3 1-15

BB 71-76, 117-128, 143

### **Topic 6:** More constructionism

H Paul S notes.

BB 58-69, 77-114, 151-162

**Topic 7:** Emotions, evolution, genetics and the social psychological

H C4, 1-15

Tooby & Cosmides

BB 37-44, 128-149, 163-187

BB 216-220 (these pages are also numbered 366-369, 384)

**Topic 8:** Evolution connected to testosterone (note the number of pages)

H C4, 16-73

**Topic 9:** Integrating the prior topics

Milgram: Obedience DVD

BB 189-193 (these pages are also numbered 315-319)

Zimbardo: Stanford Prison Experiment DVD

Hayduk notes on Zimbardo.

B&B 222-223 (also numbered 390-391)

Some Hayduk research

BB 194-214 (also numbered 320-339, 358)

BB 216-219 (also numbered 366-369, 384)

Many of the following statements are copies of, or are slight revisions of, statements provided by the Office of the Dean of Arts, August 23, 2019, or earlier.

## Learning and Working Environment

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment. Anyone who feels that this policy is being violated is urged to contact your instructor, the department chair, and/or dean. For additional advice or assistance you may contact the student ombud service ([ombud@ualberta.ca](mailto:ombud@ualberta.ca)).

**Sexual Violence Policy:** It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

## Academic Integrity and the Code of Student Behaviour

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Here is link to the Academic Integrity website: <https://www.ualberta.ca/current-students/academic-resources/academic-integrity>.

## Attendance, Absences, and Missed Grades

**Regular attendance is essential for optimal performance in this course.** Absence should be considered only for reasons such as incapacitating illness, severe domestic affliction, or religious convictions. For procedures for addressing absences and course components missed as a result, consult the attendance section of the University Calendar.

### Absences from Term Work

Unexcused absences will result in partial or total loss of the grade for any components that are not handed-in or completed as a result. Approval of an excused absence from term work is at the discretion of the Instructor. Students must request approval for missed term work within two working days of the absence (or as soon as possible with due regard for the circumstances) and complete a “Request for Excused Absence or Deferral of Term Work” form available in the “forms” section of the Intranet.

“Instructors may either waive the term work or term exam, or require the student to make up the term work or term exam. For a waiver, the percentage weight allotted to the term work or term exam missed may be distributed to other term work, term exams, and/or the final exam as decided by the instructor. For make-ups, **the student is required to complete equivalent term work or term exam as decided by the instructor.** If the student does not complete the make-up as prescribed by the instructor, a raw score of zero will be assigned for the missed term work or term exam.”

A student who misses the final exam must apply for a deferred final exam from the **Faculty in which they are registered.** Instructors cannot grant deferred final examinations. In Arts students are required to submit a written request by completing the “Application for Deferred Final Exam” form in the USS office. Arts students should see “I Missed my Final Exam, Now What?” if they have missed the final exam. A deferred final examination will not be approved if a student (i) has not been in regular attendance where attendance and/or participation are required, and/or, (ii) excluding the final exam, has completed less than half of the assigned work.

Deferred Final Exam Schedule: Saturday May 2, 2020, at 9:00AM, location T BW 2 (as set by the Sociology department).

## Recording of Lectures

“Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).”

## Accessibility and Other Resources

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment at the University of Alberta. The best all-purpose website for student services on campus is <https://www.ualberta.ca/current-students> .

**The Centre for Writers** (1-42 Assiniboia Hall) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development.

**The Academic Success Centre** (1-80 SUB) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

Many **health and wellness services** are available to the University community. See <https://www.ualberta.ca/current-students/wellness> .

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. Anyone with special needs should register with **Accessibility Resources** (1-80 SUB; phone 780-492-3381; web [www.uab.ca/accessibility](http://www.uab.ca/accessibility) email [arrec@ualberta.ca](mailto:arrec@ualberta.ca) ).

**The Office of the Student Ombuds** offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties. If you require these services, contact the Student Ombuds office (780-492- 4689 or [ombuds@ualberta.ca](mailto:ombuds@ualberta.ca)).

## Outline Policy

“Policy about course outlines can be found in Course Requirements, Evaluation Procedures, and Grading of the University Calendar.”

## Territorial Statement

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (from the beginning of the Calendar).

I wish you an instructive term.

*L. Hayduk*