

SOCIAL PSYCHOLOGY: SOCIOLOGY 341.  
SPRING TERM 2008  
[Please read carefully]

INSTRUCTOR: Dr. Bruce Arnold\*  
OFFICE: SS912  
PHONE: 220-6508  
OFFICE HRS: Monday & Wednesday 3:30-4:30.  
CLASS: ST 128 Monday & Wednesday 5:00 – 7:45PM

**\* Instructor does not use e-mail for course related correspondence.**

\* For student study resources see ¶ <http://soci.ucalgary.ca/18/jfstud.htm><sup>1</sup>

\* The instructor may make some changes to course deadlines, timing, format, and content.

\* Concerns about evaluations and grades must be first put in writing, including the grounds and rationale for said concerns, and submitted to the instructor in advance of a meeting being scheduled at a mutually convenient time.

\* Make up exams (e.g., with official medical documentation) dates and times will be at the discretion of the instructor during department scheduled times only).

**Who are you?** How do you know what you know? How can you know what you don't know? What is a good question? What is a good answer? What is an "individual" in our society? What part does the "society" in general or in specific situations play in each individual's thinking and behavior? Are you the same as you were yesterday or last week? Why do you resist thinking and doing certain things a certain way? Why do you have certain feelings? How do we manage everyday contradictions and uncertainties?

We will investigate these and other questions within the framework of this course. It's quite one thing to read about social psychology but it can be quite a challenge, and very interesting to explore "doing" social psychology. Students in this class will quickly realize they already, to some extent, "do" social psychology. We will endeavor to use students' experiences as a platform to study more formal aspects of sociological social psychology. In this process students will: (1) learn more about social psychology and more about themselves in relation to others in various environments; and (2) develop more critical thinking and analytical skills that are transferable to situations and activities outside of this classroom. In this process students will focus on the social psychological perspective in the required text (Social Psychology Alive) but will also be responsible for alternative social psychological issues and perspectives introduced in the classroom to "rethink" the text materials. **This is a course about you!**

Keeping in mind this is an introductory class to complex phenomena, some of the following topics, in addition to general "thinking skills", will be offered for consideration:

- Social cognition & consciousness
- Emotions and moods
- Perception & reality
- Self & Identity
- Desire to vs. resistance to change

- Attitudes
- Stereotypes
- Group dynamics
- Aggression and altruism

**Student expectations:** Students need to come prepared for each seminar class. Students are expected to do all the readings and exercises on or by the required dates and to be prepared to respond to questions posed by the instructor. This class is a “learning community” and all members need to come prepared to class so as to participate and contribute to the learning process and objectives of this course. Specific pages for each the chapters will be assigned in class. Students are expected to regularly check Blackboard. Please use the instructor as a resource, during class and office hours often and as soon as possible.

As the title of the text indicates, this course focuses on what we are already doing, including in the classroom, as social psychology. It is important that students keep a *flexible* and *open* mind to exploring new ways of thinking and behaviour that will arise throughout this course through the readings, assignments, experiential exercises, and lectures blended into an inquiry-based pedagogy. Students will be asked questions in class. Any and all comments made in the classroom by students will be treated respectfully and confidentially.

### **Evaluation:**

All components of this course must be completed when due within the conditions of this syllabus to receive a passing grade.

<u>In class examinations:</u>	Mid-term exam = Monday, June 9 <sup>th</sup> (in class) 30%
	Chapter presentation = 10% TBA
	Participation = 10%
	Research Presentations = June 23 & 25) 50%

Mid-term Examination: This multiple choice exam will draw from all materials used in this course up to and including June 4<sup>th</sup>. More information will be given in class to assist students in exam preparation.

Chapter Presentation: Student teams will be responsible for making a short (10 minute) presentation of part of a chapter. The presentation will thoughtfully summarize key points, demonstrate analytical skills (see Elder and Paul), use examples to illustrate points, and provide at least one question for discussion. This will also give students a chance to practice working in their teams for the final research presentation. Please use Power Point for your presentation.

Participation: This course is organized as a seminar so thoughtful and ongoing participation is essential for everyone’s learning process. Students are required to bring 4 x 6 inch flash/recipe cards to each class and lined sheet paper. Students will be

individually and in teams be given exercises in class that will be handed in at the end of the class. These exercises are not graded but are designed to assist students in their understanding of the course materials, develop critical analytical thinking, and improve memory recall for course examinations. And, of course, come prepared to each class, to be able to discuss course readings. *Important: All students are required to attend all final research presentations.*

Team Research assignment (50%): Each team will be responsible for undertaking a research essay assignment to demonstrate their knowledge and understanding of course materials as well as their sociological “thinking” and “imagination” skills. This is to be a 15-20 minute professional Power Point presentation demonstrating team member’s knowledge and understanding of course materials including their ability to illustrate their understanding through the use of everyday examples. More detailed information will be given in class.

*Important: All students are required to attend all final research presentations.*

I look forward to your participation in this course.

### **Required Reading.**

**1. Social Psychology Alive**, Canadian 1st Edition. Breckler, S. J., Olsen, J.M. & Wiggins **THIS IS AN E-BOOK** (saves you 50% and saves trees). You can access/purchase this book by following the following steps (a representative will be part of the first class to assist you with this and other internet issues – it’s important you attend as there as the instructor will not be able to serve as a technical resource for this **Ebook** during the term):

- a. Click the links <http://ecatalog.cengage.com/158/>
- b. Copy and paste the ISBN into the product search field CNOW ISBN for instant access Olsen: **0176441816**
- c. Follow the check out process.

2. (A miniature Guide to) **The Human Mind: How it Learns and how it Mislearns**. Linda Elder & Richard Paul. This small booklet is available at the University of Calgary Bookstore.

3. Students are expected to check Blackboard regularly (daily is highly recommended) for materials and exam date announcements.

4 Students will need to bring 4 x 6 lined recipe/note cards to class (available in bookstore and office supply stores) and lined sheets of 8 x 11 sized paper.

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**University of Calgary Exam Policies:** You must provide advance notice to the instructor if you are unable to take an exam. All requests for deferral of an examination due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferred exams may be allowed in the following circumstances: illness, domestic affliction or religious conviction. If you have missed an exam for a legitimate reason, you will be able to write a “make up” exam at a pre-arranged scheduled time. The date and location will be at the convenience of the Sociology Department and the instructor. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferred exam. Deferred exams will not be granted only if it is determined that just cause is not shown by the student.

**Ethics Research:** Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

**Academic Misconduct:** cheating is regarded as a serious academic offense. Students are advised to consult the University Calendar, which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, class disruption and other academic misconduct.

**The Freedom of Information and Protection of Privacy (FOIP)** legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor’s office or the Department main office. Term assignments must be returned to students individually, during class, or during the instructor’s office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

**Safewalk:** The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

## **Academic Accommodation**

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**