

Faculty of Health
Department of Psychology
PSYC 4020 6.0 Section B: SEMINAR IN SOCIAL PSYCHOLOGY
Thursday 11:30-2:30
F22-W23

This is an in-person course. Classes will be held every Thursday 11:30-2:30PM in DB0011. All lectures, exams and course activities will be delivered in person. Students are expected to attend all classes. Lectures are not recorded, hence lecture recordings will NOT be available.

Instructor: Dr. Sadia Zafar

Classroom: DB 0011

Office Hours: Thursdays 3:00-4:00 pm (by appointment)

Office: BSB263

Email: zafars@yorku.ca

How to reach your instructor: The preferred method contacting the me is via email.

- Any correspondence directed to me must indicate the course number and section letter in the subject heading. Our course number and section letter are: PSYC 4020 Section B
- Be sure to include your full name and student number in the body of the email.
- Check the course materials (e.g., the syllabus, course website), to see if the answer is already provided.
- Send your email well in advance of when a response is required. If you email me the day before assignment is due, I will not be able to respond in a timely manner.
- Follow-up within 3-7 days if a response has not been received, but not any sooner.

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2120 3.00 (Social Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: eClass

Course website is a very important resource. All lecture slides will be posted on course website on the evening before the lecture, for example, slides for lecture on Sep 8 will be posted on

eclass on the evening of Sep 7. Similarly additional readings, assignment details and classroom activities materials will be posted on the course website. Eclass announcement is used to convey important information to class, you should receive the announcements in your email, however, announcements are also available under the course announcements tab in course resources folder. Grades are posted under the grades tab. Course outline with detailed information about exams, assignment and course material is also posted on eclass in the course resources folder. Make sure to refer to it if you have any questions about the course structure, expectations, and dates.

Course Delivery

This course is a regular in person course. There will be weekly lectures and classroom activities. The course is a smaller class size, fourth year seminar course in which students are strongly encouraged to attend classes and actively engage in class discussions on required readings (text & assigned research articles). Student participation, presentations and written reflection papers are central to the course. Students are expected to create an atmosphere of collegiality, engagement, and safety. Attendance will be recorded during every class.

Course Description

This course is an advanced seminar course in social psychology. During this course students will study and critique social psychology theories and their application. Students will develop an understanding of how social psychology is applied to understand and ameliorate social and practical problems in various areas such as media, health, and law among others. Classes involve formal lectures by the instructor as well as class discussions on assigned readings. To help you prepare for class, a reflection paper will be due before the beginning of each class on assigned readings. You will be required to upload your reflection paper on eclass course website through Turnitin by 11:00 AM every Thursday (30 minutes before the start of class).

Program Learning Outcomes

Upon completion of this course, students should be able to

1. Demonstrate in-depth knowledge in social psychology.
2. Critically evaluate, synthesize, and resolve conflicting results in social psychology.
3. Articulate trends in social psychology.
4. Locate research articles and show critical thinking about research findings in psychology.
5. Express knowledge of social psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

Upon completion of this course, students should be able to:

1. develop an in depth and critical understanding of social psychology theories
2. appreciate how social psychology can be applied to address social issues and problems in society
3. develop and write an original applied social psychology intervention in the area of their choice.
4. develop and conduct a power point presentation on their intervention in class.

Required Text

- Schneider, F., Gruman, J. & Coutts, L. (2017), Applied Social Psychology, 3rd edition. Thousand Oaks: Sage Publications.
- Previous editions do not contain the same material. Assessment will be based on 3rd edition.
- Please see the York University Bookstore webpage (<https://bookstore.yorku.ca>) for ordering e-books and for the information about free shipping of course books to students with a Canadian address.
- Journal articles: Journal articles will be assigned each week. These papers are available through the York library's e-resources.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Midterm	Jan 12	20%
Presentation	Start on Jan 19.	15%
Intervention proposal	Due three weeks after presentation for the presenter. After two weeks for presenters on March 30	20%
Reflection papers	Ongoing	20%
Peer Feedback	Ongoing	10%
Class Participation	Ongoing	15%
Total		100%

Description of Assignments

Class participation. Everyone in the class will be expected to have done all the readings and participate in weekly discussions. Please note that good discussions involve both speaking and listening. It is important to listen carefully to what your classmates have to say and to also communicate your own ideas clearly and respectfully. Good discussions also involve asking questions so that the group can come to a deeper understanding of the issues involved in each topic. For each class meeting, you should have already prepared your thoughts and questions about the readings for discussion. Insightful contributions show that you have completed the readings with a critical mindset and have thought about the strengths and weaknesses of the article. You have been able to connect the arguments in the article to other relevant topics and real-life situations and are able to make insightful suggestions about future directions. You should be able to build on the contributions of your classmates and stay relevant to the topic. During the weeks of student oral presentations, you are expected to attend class and participate fully in class discussions. Your participation grade for presentation weeks will be based on your questions/comments/discussion about your classmates' presentations. You will also provide written feedback to your peers which will be graded.

Reflection papers: To help you prepare for class, a reflection paper will be due 30 minutes before the start of the class. You are expected to upload your paper on eclass course website by 11:00 am on Tuesdays. Reflection papers are designed to develop your critical thinking skills as well as technical writing skills. It will also help you to improve your communication skills by preparing you to participate effectively in class discussions. Paper should be 1–1.5 pages double-spaced. The paper should demonstrate that you did the readings, critically analyzed them and are able to connect the ideas in the articles to relevant literature and everyday experiences. For an effective paper you should summarize the main arguments of the required readings, offer critiques of the work including weaknesses/strengths in the study design or interpretation of results. You should then formulate your own opinion about the issue and connect it to everyday experiences. Discuss the questions that you have about the reading and suggest ideas for future research based on the readings. Highlight points in the readings that you find particularly interesting and discuss why you think they are important/interesting. Detailed rubric for grading of reflection papers is posted on eClass course website.

Peer feedback

Students will provide a one-page feedback to the presenters each week. For example, for students who present on Jan 19, rest of the class will submit paper copies of feedback on their presentation on Jan 26 at the beginning of the class. Two copies of the feedback will be submitted one anonymous which would be provided to the presenter and one with name which will be graded by the instructor and returned to students the following week. Feedback should focus on helping the presenter improve their proposed intervention explicitly focusing on areas of strength and weaknesses in the presentation. Detailed instructions for writing the feedback along with the grading rubric will be posted on eClass course website. It is required that you attend your peers' presentations to earn peer feedback marks.

Final Paper and class presentation

- Students will submit a final paper detailing a social psychology intervention in the area of their choice (for example, clinical psychology, health psychology, media, education).
- The purpose of the intervention should be to develop a comprehensive program to manage the chosen problem effectively (for example, a stress management intervention for college students, an intervention to reduce prejudice among health care workers, an intervention to increase environment friendly behaviors).
- The first part of the paper should provide a literature review to establish a rationale for the development and implementation of the intervention for your selected population.
- The second part of the paper will describe the intervention supported by peer-reviewed, empirical research.
- The paper should emphasize what would be done for the intervention, how it would be implemented, and address potential issues or concerns that may be relevant for the target population.
- The last part of the paper should detail how you would measure the effectiveness of the intervention.

- The paper should be no longer than 12 pages excluding title page and references (APA format, double-spaced, 12pt. Times New Roman font). Title page and references are **NOT** included in the 12-page limit. Anything beyond 12 pages will not be read. Paper should include minimum 10 empirical research articles dated from year 2000 and later.
- Abstract is not required. Further details about the paper will be provided in class and grading rubric will be posted on eClass course website.

Class presentation

- You will present your proposed intervention proposal to the class before submitting it.
- Instructor and peers will provide you feedback on your presentation.
- You are expected to use this feedback to improve your final paper.
- Date for presentation for each student will be decided in class.
- Final paper is due three weeks after the presentation. However, it is due two weeks after presentation for students presenting on March 20.
- The presenter will assign a reading related to their presentation to the class a week before their presentation so that all of us come prepared to contribute constructively in class.

Note on late papers:

Late penalties. If the final paper is handed one day late 5% of the total possible points will be deducted from your grade. Deductions will increase by 5% for every 24 hours. Paper will NOT be accepted after 5 days of the due date and the student will be awarded a zero. Please note that reflection papers and peer feedback will not be accepted after the specified deadline.

Midterm Exam: Midterm exam will be held on Jan 12. Format will be multiple choice and may include short answer. Midterm questions will be based on the assigned text chapters and lectures.

Class Format and Attendance Policy

Students are expected to regularly attend classes every week. You cannot earn participation and peer feedback marks unless you attend classes. Attendance will be recorded during class.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2022-23](#)

Missed Tests/Midterm Exams/Late Assignment:

For any missed exam, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment. The student must contact the instructor by e-mail within 48 hours of the examination.

Tests or examinations missed on the grounds of non-medical circumstances must be supported by appropriate documentation (i.e., death certificates, obituary notice, automobile accident reports. Vacations, work, and holidays are not valid reasons for missing an examination. A conflict in another course is also not a reason for missing a makeup exam.

In the case of a make-up test/exam, the student must be prepared to write within the week following the missed test (instructor will set the date). Although the course content for make-up exam will be the same, the format may or may not follow that of the original exam. Please note that if you miss the test(s) prior to the drop date you have waived the right to have a specific percentage of graded feedback available to them prior to the drop date.

Submission of papers/assignments:

All assignments (except peer feedback) will be submitted online thorough the course website; **no assignments will be accepted through email**. Students will be required to submit their reflection papers and final paper to Turnitin.com (via the course website) for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. You will be able to read similarity index for your final paper on Turnitin. This index should not be higher that 30%. If it is higher than 30% you can remove your paper and submit it again after reviewing it **before** the submission deadline. It is your responsibility to ensure that the assignments are uploaded in uncorrupted files. If the uploaded file is unreadable student will be awarded a zero.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2022-23 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 20.	Sept 20.	Jan. 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 25	Feb. 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 17
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 12- Dec. 7	Feb. 11 – April 11	March 18- April 11

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enroll without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Turnitin

The university has subscribed to the Turnitin service which helps professors identify plagiarism and helps students maintain academic integrity. The work submitted by you in this course will be submitted through Turnitin via eClass.

Electronic Device Policy

Use of electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes only. You will not be allowed to bring any electronics during exam.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an

improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with ***Student Accessibility Services (SAS)*** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4020 Section C course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule

Sep 8	Introductions. Ch1 &2
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Sep 15	<p>Ch 3 Research methods Video: The Power of the Situation</p> <p>Baumeister, F., Vohs, K., & Funder, D. (2007). Psychology as the science of self-reports and finger movements: Whatever happened to actual behavior? <i>Perspectives on Psychological Science</i>, 2, (4) pp. 396-403</p>
Sep 22	<p>Ch 3 Research methods</p> <p>R. Giner-Sorolla. (2019) From crisis of evidence to a “crisis” of relevance? Incentive-based answers for social psychology’s perennial relevance worries. <i>European Review of Social Psychology</i>, 30. pp. 1-38</p>
Sep 29	<p>Ch 4 Intervention & Evaluation</p> <p>1. Welch, M. (2017). Doing special things to special people in special places: Psychologists in the CIA torture program. <i>The Prison Journal</i>, 97(6) 729– 749</p>
Oct 6	<p>Ch5 Applying Social Psychology to Clinical and Counseling Psychology</p> <p>1. Brochu, P. (2020). Testing the effectiveness of a weight bias educational intervention among clinical psychology trainees. <i>Journal of Applied Social Psychology</i>. 50 pp 1–11.</p> <p>2. Mughal et al., Rehabilitating civilian victims of war through psychosocial intervention in Sierra Leone. <i>Journal of Applied Social Psychology</i>, 45, 11, pp. 593-601</p>
Oct 20	<p>Ch 7 Applying Social Psychology to the Media Video; Killing us softly</p> <p>1. Rozendaal & Figner (2020). Effectiveness of a school-based intervention to empower children to cope with advertising. <i>Journal of Media Psychology</i> 32, 3, pp 107–118</p> <p>2. Han & Yzer (2020). Media-induced misperception further divides public opinion. A test of self-categorization theory of attitude polarization. <i>Journal of Media Psychology</i>, 32, 2, pp 70–81</p>
Oct 27	<p>Ch 8 Applying Social Psychology to Health</p> <p>1. Cuevas, A. G., O'Brien, K., & Saha, S. (2019). Can patient-centered communication reduce the effects of medical mistrust on patients’ decision making? <i>Health Psychology</i>, 38,4, pp 325-333.</p> <p>2. Turetsky, & Sanderson (2018). Comparing educational interventions: Correcting misperceived norms improves college students’ mental health attitudes. <i>Journal of Applied Social Psychology</i>, 48, 46–55.</p>

Nov 3	<p>Ch 9 Applying Social Psychology to Education</p> <p>1.Houston, D. (2016). Revisiting the relationship between attributional style and academic performance. <i>Journal of Applied Social Psychology</i> 46, 3 pp192–200.</p> <p>2.Brown et al., (2015). Closing the communal gap: The importance of communal affordances in science career motivation. <i>Journal of Applied Social Psychology</i>. 45, pp. 662–673</p>
Nov 10	<p>Ch 11 Applying Social Psychology to the Criminal Justice System</p> <p>1.McKimmie et al. (2013). It’s not what she says, it’s how she says it: The influence of language complexity and cognitive load on the persuasiveness of expert testimony. <i>Psychiatry, Psychology and Law</i>, 20, 4, pp 578–589</p> <p>2.Cigrang et al., (2020). Brief motivational interview–based intervention for women in jail with history of drug addiction and sex-trading. <i>Professional Psychology: Research and Practice</i>, 51, 1, pp 25-33</p>
Nov 17	<p>Ch 12 Applying Social Psychology to the Community</p> <p>1.Mannelli, J., & Dadswell, A. (2017). Preventing intimate partner violence: Towards a framework for supporting effective community mobilisation. <i>Journal of Community & Applied Social Psychology</i>, 27, pp 196–211</p> <p>2.Stauss et al., (2019). Developing networks in disempowered communities: Experiencing hardships while focusing on opportunities. <i>Journal of Community & Applied Social Psychology</i>, 29, pp 402–417</p>
Nov 24	<p>Ch 13 Applying Social Psychology to the Environment</p> <p>1.Zhuang et al., (2018). Crafting messages to promote water conservation: Using time-framed messages to boost conservation actions in the United States and China. <i>Journal of Applied Social Psychology</i>, 48, pp 248–256</p> <p>2.Peditto et al., (2020). Inadequacy and impact of facility design for adolescents and young adults with cancer. <i>Journal of Environmental Psychology</i>, 69, 101418</p>
Dec 1	<p>Ch 14 Applying Social Psychology to Diversity</p> <p>1.Orosz et al., (2016). Don’t judge a living book by its cover: effectiveness of the living library intervention in reducing prejudice toward Roma and LGBT people. <i>Journal of Applied Social Psychology</i>. 46, pp. 510–517</p> <p>2. Urbiola et al. (2018). Does a multicultural perspective shape unbiased mind? The moderating role of outgroup threat. <i>Journal of Applied Social Psychology</i>, 48, pp 608–617.</p>
Jan 12	<p>Midterm</p> <p>In the second half of the class, we will discuss student presentation and paper</p>
Jan 19	<p>Student Presentations</p>
Jan 26	<p>Student Presentations</p>

Feb 2	Student Presentations
Feb 9	Student Presentations
Feb 16	Student Presentations
Feb 23	Reading Week
Mar 2	Student Presentations
Mar 9	Student Presentations
Mar 16	Student Presentations
Mar 23	Student Presentations
Mar 30	Student Presentations
April 6	Wrap up

This is a tentative schedule and subject to change. Be sure to check the course website regularly to be aware of any changes.