

Faculty of Health
Department of Psychology
PSYC2120 P: Social Psychology
Wednesdays 8:30 AM to 11:30 AM-Eastern Standard Time
Online via ZOOM:
Winter 2023

Please note that this course will be offered SYNCHRONOUSLY, meaning that **students are expected to attend our ZOOM classes on Wednesdays from 8:30AM to 11:30 AM onclasses**, while other opportunities to work with the course material will be offered asynchronously. Proactive participation plays an essential role in your successful completion of the course. You are expected to have active participation in all classes.

Instructor: Dr. Sayyed Mohsen Fatemi

Email: smfatemi@yorku.ca

T.A.	Brianna Davison	Katie Benitah
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Office Hours	By appointment	By appointment

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 earned credits

Course Credit Exclusions

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

Course website: [eClass](#)

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. Slides, notes, and mini reflection questions will all be posted on the course eClass site.

Course Description

This course is designed to provide you with a detailed introduction to major theories and research in the field of social psychology. Social psychology can be defined as “the scientific study of people’s thoughts, feelings, and behaviours regarding themselves and the actual, imagined, or implied presence of others”. Throughout this course, we will cover a wide range of topics of interest to social psychologists including social cognition (how we think about ourselves and others), conformity and persuasion, prejudice, intimacy and attraction, as well as media and persuasion, attitudes and change. . The first goal of this course,

therefore, is to provide you with the opportunity to learn more about the field of social psychology. We will examine how people influence, and are influenced by, their social environments and how seemingly minor changes in the social situation can have an important effect on individuals' thoughts, feelings, and behaviours. A second goal is to allow you to learn more about yourself and those around you.

Program Learning Outcomes

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

1. Demonstrate broad knowledge of social determinants of behaviour.
2. Describe and evaluate current theory and research in social psychology.
3. Understand and interpret principles of social psychology in everyday life.
4. Define causes of social behaviour from different perspectives.

Specific Learning Objectives

Students will gain foundational knowledge of the main theories, research findings and methodological approaches of social psychology. Students will develop skills for summarizing, evaluating, communicating scientific thought, and critiquing research by themselves, as well as collaborative.

Required Text

Myers, M., Twenge, J., Jordan, C. & Smith, S. (2021). Social Psychology . Mc Graw Hill (8th edition).

There may also be some extra recommended readings which will be announced on eClass later.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Participation	Ongoing	10%
Mini Reflection	Ongoing	10%
Term Paper	Mar.29, 2023	30%
Peer Group Presentation	Mar. 22, 2023	10%
Exam one	Feb 15,2023	20%
Exam two	Apr 5, 2023	20%
Total		100%

Description of Assignments

Course Evaluation / Description of Assignments

Class Participation

Your proactive participation is an essential factor in your successful completion of the course. Your consistent attendance, your active involvement in the class discussions, your mindful participation in class presentations and your responses to readings will substantiate your proactive participation.

Mini-reflections (P/F; for Engagement Points)

Mini-reflections will be completed in class, and must be submitted to eClass by *11:59pm the day of class (Wednesday)*. These reflections will be based on provided questions regarding your learning and experiences throughout the course and should take approximately 10 minutes to complete. If you are unable to participate in a class, for whatever reason, you will lose the opportunity to receive marks for whatever you miss. **The mini-reflections will be worth a total of 10%.**

Term Paper based on a Field Interview Assignment

For your term paper, you may write a comprehensive review, or a research proposal, related to any of the topics covered throughout the course. If you choose to write a review paper, it must have a clear thesis and present a novel argument or synthesis of the ideas presented and/or discussed in the course (e.g., you may choose to compare, contrast, and evaluate two competing theories). If you choose to write a research proposal, it must include an introduction providing the context and rationale for the study, and a methods section (participants, materials, procedures, proposed analyses, and hypothesized results). Your paper must be a maximum of 10-12 pages (double-spaced, 12-point font, 1-inch margins all around) not including the title page, abstract, or references. The paper must be written in APA format (see Publication Manual of the American Psychological Association, 7th Edition, Washington, DC: American Psychological Association).

There will be a penalty for late submissions of 10% per day

The deadline for the ONLINE submission will be March 29, 11:59 pm (online submission to TurnItIn). More information regarding the paper will be provided later in the term.

Peer Review

You will be required to submit a rough draft of your Final paper and your Field Interview by March 22, 2023. Upon submission, you will receive drafts from other peers to review. The purpose of the peer review is to help your peer improve his/her paper. You will be evaluated on the quality of your suggestions and the thoroughness of your reading. Failure to submit a draft will result in not having the opportunity to participate in peer review and losing the mark. **This will be worth a total of 10%.** In reviewing the paper, you may want to follow the six section headings listed below.

1. What is good about the paper (in being critical, we must not forget to be encouraging and supportive as well!)?
2. Is the purpose of the paper clearly laid-out in a succinct introduction?
3. Are there any terms or concepts that need further clarification?
4. Is the evidence that the author provides to support his/her position good? Sufficient?
5. Are there other factors that the author might want to consider (other types of evidence, other points of view, etc.)?
6. Anything else that might be helpful to the author.

Write the peer review as though it were a letter to the author. Speak to him or her directly; there is no need to refer to him/her in the third person.

There is no need to summarize the work either. The author knows what he/she has written. Include in the peer review only suggestions on how to improve the paper and what you have found valuable in the work.

If you wish, the peer review can be written in bullet format (as long as you can still clearly express your suggestions to the author). I would expect that the review would be about 2-3 pages long.

Exams:

Exams will be based on lectures, readings, and everything discussed and presented in class.

There will be two exams. Each is worth 30% of your final grade. The 1st exam will be given on Feb_15, and the 2nd will be given on April 5. Each exam will consist of a series of multiple-choice questions.

Class Format and Attendance Policy

This will be an in-person class and your attendance and your active participation play significant roles in your successful completion of the course. Various media types (standard lecture, videos, and research articles) will be presented in order to help guide your learning. There will be several in class exercises that you will be encouraged to participate in, as they are designed to assess your learning and stimulate deeper encoding of class material.

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 quiz or late assignment, 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.

Late Work/Missed Tests or Exams

Late assignments will be accepted up to one week after the deadline including weekend days. If your assignment is late, you will be deducted a late penalty of 5% per day, including weekend days. **Late assignments will not be accepted after one week of the missed deadline (35% penalty).**

Students with a documented reason for missing a deadline, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at:

<http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

If you are missing a deadline due to illness, compassionate grounds, etc., you must contact me (smfatemi@yorku.ca or smfatemi@hotmail.com) to submit documentation within 48 hours of missing the deadline in order to have your work considered for grading without a late penalty.

Important New Information Regarding Missed Tests

For any missed tests or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[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 test/assignment.

Add/Drop Deadlines

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

	Fall (Term F)	Year (Term Y)	Winter (Term 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	Mar. 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 enrol 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.

Information on Plagiarism Detection

Turnitin Service and Moodle: Students will hand in all written assignments to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. You will be able to access Turnitin through the Moodle application for this course. Please note that I will be making use of Moodle to post important information and any changes to the course – be sure to check Moodle regularly

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 HH PSYC 3490 A 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](#).

Calumet and Stong Colleges' Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).

- Are you receiving our weekly email (Subject: “Calumet and Stong Colleges - Upcoming events”)? If not, please check your Inbox and Junk folders, and if it’s not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your ‘preferred email’ to your [Passport York personal profile](#) to make sure you receive important news and information.

WED Class ZOOM Meetings – Here is how it will work!

Students **will be provided with a recurring link to enter the virtual classroom via ZOOM**

The instructor will enable the “waiting room” function to ensure that only students registered in the course will be allowed entry. To that end, **students must use their proper name as their identifier.**

Once the lecture begins, the instructor will not be focused on participants accessing the waiting room so it might take quite some time prior to late-arriving students being noticed and granted access. As such, **students are expected to be in the waiting room prior to 2:30pm to be granted access quickly and to permit the class to begin ontime.**

It is **requested that students have their cameras on during discussion periods**, if possible, so that the instructor can determine if students have any questions during designated question and answer periods.

Students are asked to join the class and remain on mute to avoid as many distractions as possible, although students may turn on the mute function when asking or answering questions. Students will therefore need a stable higher-speed Internet connection and a computer with a webcam and microphone and/or a smart device with these features.

A way to determine Internet connection and speed: there are online tests, such as [Speedtest](#), that can be run.

Useful links describing computing information, resources and help for students:

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

Instructor's Bio



Dr. Sayyed Mohsen Fatemi completed his postdoctoral studies in the department of psychology at Harvard University where he has also served as a Teaching Fellow, an Associate and a Fellow.

Dr. Fatemi is an adjunct faculty member in the Graduate Program in the Historical, Theoretical, and Critical Studies of Psychology in the Department of Psychology at York University, Canada.

He is a frequently published author and has served as the keynote speaker of numerous international conferences.

His publications appear in Springer, Wiley, Templeton Press, Routledge, Cambridge University Press, Oxford University Press, Lexington publication, Roman & Littlefield, Palgrave McMillan, American Psychiatric Association, and Journals such as APA's Journal of Theoretical and Philosophical Psychology and International Journal of Clinical and Experimental Hypnosis.

In addition to teaching at Harvard, he has also taught for the department of psychology at the University of British Columbia, Western Washington University, University of Massachusetts in Boston, University of Toronto, York University, Endicott College, and Boston Graduate School of Psychoanalysis and a few other institutions. He has supervised both master and doctoral students for their research projects and dissertations. He has served as a keynote speaker of a

number of international conferences and run workshops and seminars across the USA, Canada and Overseas.

He brings mindfulness in his psychological and therapeutic interventions and has run training and coaching programs for clinicians, practitioners and corporate people in North America, Europe and overseas. He has practiced psychotherapy and hypnotherapy for more than a decade. His treatment areas of work include anxiety, depression, OCD, trauma, PTSD and relationship problems.

Dr. Fatemi is the recipient of the Ellen Langer international Mindfulness Award and is an active member of the APA with numerous presentations at APA annual meetings.

TA's Bio



Hi there! My name is Brianna and I am currently a second year MA student in the department of Social and Personality Psychology at York University. My research interests revolve around understanding the motivating factors that influence conflict resolution in romantic relationships. On a more personal note, I was born and raised in Calgary, Alberta where I spend a majority of my time outdoors. I am happiest when I get to spend time with my friends and family doing activities such as hiking, snowboarding, golfing, yoga and much more. I am thoroughly looking forward to being your TA for this upcoming winter semester. Please reach out to me if you have any questions or concerns throughout the semester and I will be happy to help!"

Cheers,

Brianna Davison

