

Faculty of Health, Department of Psychology
PSYC 2120 3.0 Section B: Social Psychology (Fall, 2023)
Mondays, 2:30pm – 5:30pm, SLH (Stedman Lecture Halls) Room D

The purpose of this course is to introduce students to the field of social psychology. Students will learn the importance of social situations (e.g., the presence of other people) in shaping how human beings think, feel, and behave.

Classes will take place in person, every Monday at 2:30pm, in SLH Room D. Each class will involve a two-part lecture, with a short break in between. Attendance is very strongly encouraged as lecture materials will expand upon the assigned readings from textbook chapters.

Instructor and T.A. Information

Instructor: Kunalan Manokara, PhD MPhil MSc (he / him)

Office Hours: Appointments can be made via email

Email: manokara@yorku.ca

Teaching Assistant 1: Kev Zhou, MSc (he / him)

Students responsible for: *Last Names starting with A to L*

Office Hours: Appointments can be made via email

Email: kaiwenz@yorku.ca

Teaching Assistant 2: Spencer Arshinoff, BSc (he / him)

Students responsible for: *Last Names starting with M to Z*

Office Hours: Appointments can be made via email

Email: sarshin@yorku.ca

Emailing Etiquette

When writing emails to professors and others within an academic setting, please remember that there are general norms for how to write them appropriately. Your email correspondence can leave a lasting impression at times, so it is important to keep in mind these tips for emailing etiquette:

- Check course materials, including the syllabus, to see if the information you need is there.
- Try to avoid overly informal language and be professional in your communication.
- Think carefully about your question first, and then explain it clearly and succinctly.
- Do your best to email well ahead of when you need an answer.

Specific Emailing Instructions

In your emails to the teaching assistants or instructor, please follow these guidelines.

- a) Include PSYC 2120B in the subject line
- b) Provide your full name, student number, course, section, and year

- c) Provide context about the subject matter, and keep messages short and to the point
- d) Include the email chain in your response

Important Notes: Given the size of the class, (1) your TA should be your first point of contact, (2) It may take the teaching team up to 3 *working days* to respond to your emails.

Course Prerequisite(s): Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology)

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. The site will be your central access point for course materials. Communication from the course instructor to students will take place via eClass's course announcements.

Note: Please do not send the teaching team messages through the chat on eClass.

Course Description

The primary goal of this course is to provide students with an introduction to theories and empirical research in social psychology. Topics covered in this course will include attitudes, emotion, group processes, and prejudice (see attached schedule at the end of this document).

Program Learning Outcomes

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

1. Demonstrate broad knowledge regarding the social determinants of human behaviour.
2. Define, describe, evaluate, and critique theories in social psychology.
3. Understand, apply, and interpret principles of social psychology in everyday life.

Specific Learning Objectives

- Demonstrate a keen understanding of the key concepts in social psychology.
- Identify situations in everyday life where social psychological concepts can be applied.
- Evaluate the appropriateness of research methods in social psychology.

Required Text

Social Psychology (6th Edition).

Authors: Tom *Gilovich* (Cornell University), Dacher *Keltner* (University of California, Berkeley), Serena *Chen* (University of California, Berkeley), Richard E *Nisbett* (University of Michigan).
Publishers: *Norton*

This textbook can be purchased from the York Bookstore, in two formats.

1. Gilovich et al., Social Psychology, *6th edition*, eBook version.
 - Price: \$77.95 CAD
2. Gilovich et al., Social Psychology, *6th edition*, Paperback version.
 - Price: \$167.50 CAD

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Test 1	October 16, 2023	30%
Test 2	November 13, 2023	30%
Test 3	December 4, 2023	20%
Reflection Posts (x4)	Six days after question is posted on eClass	20%
Total		100%

Description of Assessments (see also “*Missed Tests and Late Assignments*” below)

Tests

Students will complete **three tests** in this course. These tests will be **non-cumulative** and will cover material from **lectures and textbook chapter readings**. The format of the tests will be a mix of multiple-choice (approx. 70% - 80% of the overall test score) and short-answer questions. All tests will be administered at the lecture location, on the dates provided above. More information about the content and format will be provided in the lectures leading up to each test.

Reflection Posts

Students will complete **four reflection posts** in this course.

At the end of a lecture where a reflection post is scheduled, the discussion question will be made available on eClass (e.g., Discussion Question #1 is scheduled in Week 2, September 18). Each discussion question will be based on the content that is covered for that week (e.g., Discussion Question #1 relates to The Social Self). Students will be required to provide their reflections to the discussion question (**150 – 200 words**) by posting a response on eClass. Note that **word limits will be strictly enforced**: only the first 200 words that are posted will be graded.

Reflection Posts are **due six days after the discussion question is posted** on eClass (e.g., Reflection Post #1 is due at 11.59pm on September 24). Each reflection will be graded on a scale from **0 marks** (if no response is provided) to **5 marks** (deep engagement with course content).

There will be five opportunities to provide reflections, of which students only need to **choose four**. If all five discussion questions are attempted, then the highest scoring four will be used to compute their total mark for this course component (20% overall). More information about the content, format, and grading will be provided in the lectures leading up to each reflection post.

Reflection Post Due Dates (also see Course Outline at the end of this document):

Reflection Post #1 (The Social Self): September 24, 11.59pm

Reflection Post #2 (Understanding Groups): October 8, 11.59pm

Reflection Post #3 (Attitudes & Behavior): October 29, 11.59pm

Reflection Post #4 (Emotion & Relationships): November 12, 11.59pm

Reflection Post #5 (Aggression & Cooperation): December 3, 11.59pm

Class Format and Attendance Policy

Students are **very strongly encouraged** to attend all lectures. The material covered in each week's lecture expands upon assigned chapter readings for the week. Assessments for this course (test questions and reflection posts) will be based on content that is covered in the lectures, as well as textbook readings. Lectures will hence help students stay on track with the course material. Furthermore, at the end of each lecture, there will be time for students to directly communicate with the teaching team and clarify any doubts regarding course content.

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 2023-24](#)

Missed Tests / Late Assignments

Missed Test: For any missed test, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID19, 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 test. In addition to completing the Missed Tests/Exams form, **please also contact your Teaching Assistant within 48 hours of missing the Test.** Once you have notified us about your missed test, a member of the teaching team will be in contact with you to confirm your attendance for the make-up. **There is only one opportunity to write a make-up test.**

The make-up test will be scheduled in the week of December 18 to December 22 (exact date to be confirmed). The structure of the make-up test will be similar to the other 3 tests in the course: a mix of multiple-choice (approx. 70% - 80% of the overall test score) and short-answer questions. However, the content of the make-up test will be **cumulative**, such that materials (lectures plus textbook chapters) **from all 13 weeks of the course will be included.**

Marks obtained in this make-up test will be weighted for the percentage score that students had missed for the test component of this course. Some example scenarios are described below:

Student A missed Test 1. Hence their make-up test will be worth 30%.

Student B missed Test 2 & Test 3. Hence their make-up test will be worth 50%.

Late Reflection Posts: All reflection posts have a 12-hour grace period (self-granted extensions) where students can submit after the deadline at no penalty (submit by Monday at 11:59am with no penalty). Assignments submitted beyond this 12-hour grace period will receive a 5% penalty per hour, up to a total of 12-hours (60% penalty), after which no assignment will be accepted (from 12.01am on Tuesday). In summary, if a student submits their reflection post **any later than the Monday it was meant to be due**, that reflection post will receive a grade of 0.

Notes. (1) Assessment components are not interchangeable, meaning that a test cannot be replaced with a reflection post, or vice versa. (2) Instructor-granted extensions are only considered after all grace periods are used and only given in exceptional circumstances – should you think you have such a circumstance please email the instructor as soon as possible to discuss. (3) For reflection posts, there will be no make-up opportunity, given that students are provided the option to choose 4 out of 5 questions

Add / Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 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)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

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.

Electronic Device Policy

Electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes only. Electronic mobile devices of any kind are not allowed during a test. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Information on Plagiarism Detection

Turnitin software may be used to detect plagiarism for electronically submitted assignments.

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 the course instructor 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](#).

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 welltrained 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.

Course Materials Copyright Information

These course materials are designed for use as part of the course PSYC 2120 B: Social Psychology 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 for PSYC2120B Social Psychology (Subject to Changes)

Week	Date	Topic Covered	Textbook Readings	Notes and Reminders
1	Sep 11	Course Overview and Admin, An introduction to Social Psychology	Chapters 1 & 2	
2	Sep 18	The Social Self	Chapter 3	Discussion Question #1 available on eClass Reflection Post #1 due on Sep 24 at 11.59pm
3	Sep 25	Thinking about People & Situations	Chapter 4	Guest Lecture by Kev Zhou
4	Oct 2	Understanding Groups	Chapter 12	Discussion Question #2 available on eClass Reflection Post #2 due on Oct 8 at 11.59pm
5	Oct 9	Reading Week: No Lecture	---	
6	Oct 16	Test 1	---	30% of Overall Grade Topics Covered: Weeks 1 to 4
7	Oct 23	Attitudes & Behaviour	Chapter 6	Discussion Question #3 available on eClass Reflection Post #3 due on Oct 29 at 11.59pm
8	Oct 30	Persuasion & Social Influence	Chapters 7 & 8	
9	Nov 6	Emotion & Relationships	Chapters 5 & 9	Discussion Question #4 available on eClass Reflection Post #4 due on Nov 12 at 11.59pm

10	Nov 13	Test 2	---	30% of Overall Grade Topics Covered: Weeks 7 to 9
11	Nov 20	Stereotypes & Prejudice	Chapters 10 & 11	Guest Lecture by Social Cognition Lab
12	Nov 27	Aggression & Cooperation	Chapters 13 & 14	Discussion Question #5 available on eClass Reflection Post #5 due on Dec 3 at 11.59pm
13	Dec 4	Test 3	---	20% of Overall Grade Topics Covered: Weeks 11 & 12