

Faculty of Health
Department of Psychology
HH/PSYC4020 C - Seminar in Social Psychology (Full Year 2023-2024) Mondays 2:30 PM-5:30 PM Eastern Standard Time
Term/Year Fall/Winter 2023-2024

Please note that this course will be offered in person, meaning that students are expected to attend our classes on Campus on Mondays from 2:30PM to 5:30PM. It is important that you demonstrate a continuous participation in class activities and discussions **Please note that your proactive participation in lectures and class activities will play a significant role in your successful completion of the course. Assignments and exams are considerably dependent on lectures and class presentations.**

Instructor: Dr. Sayyed Mohsen Fatemi

Email: smfatemi@yorku.ca

Office Hours: Based on appointment (Using Zoom Link)

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology).
- 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](#)

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

Course Description

This is an advanced seminar course in social psychology or the study of how individuals think and feel about, relate to, and influence one another based on the actual, implied, or imagined presence of other individuals. During this course students will study, and critique theoretical and empirical issues related to several social psychological issues including health, media, relationship, interpersonal attraction, etc. We will also explore the implications of Langerian mindfulness in various realms of social psychology.

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

1. Students will acquire in-depth knowledge in social psychology.
2. Students will learn critical approaches to evaluate, synthesize, and resolve conflicting results in social psychology.
3. Students will gain an understanding of trends in social psychology.
4. Students will apply their knowledge of social psychology by demonstrating the ability to apply concepts from the course material to real-life situations.
5. Students will learn to express knowledge of social psychology in written form.
6. Students will learn the applications and implications of Langerian mindfulness in social psychology.

Required Text

The course will be based on a series of readings which will be posted on eClass each week. It is important that you come to the class with a solid understanding of the assigned readings for each class.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Participation	Ongoing	10%
Mini reflection	Ongoing	10%
Interview Skills in Social Psychology	November 20, 2023	5%
Dialogical presentation of the interview	November 27, 2022	5%
Peer Review	March 25, 2024	10%
Term paper	April 1, 2024	20%
Exam one	December 4, 2023	20%
Exam two	April 8, 2024	20%
Total		100%

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. Please come to the class with a solid understanding of the assigned readings. I will begin the class with a lecture on the topics of the day and then we will proceed with an interactive discussion. It is important that you demonstrate your rigorous participation and analysis during lectures, presentations, and discussions.

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 (Monday)*. These reflections will be based on provided questions regarding your learning and experiences throughout the course and should take approximately 15 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%.**

Interview Skills in Social Psychology:

(A mindful and critical evaluation of a social psychological problem)

You are expected to interview one of your classmates on a topic of social phenomenon. The class participants will be divided into two groups of interviewer and interviewee. You need to record your interview and analyze it through the concepts, skills, and competencies that we have discussed in class. You and your interviewee need to discuss the experience and demonstrate how the process has developed a dialogical understanding and has enriched your sense of togetherness. You can discuss any biases that you think may have influenced your questions and or your responses. The analysis needs to be separately done by both of you. Your interview needs to demonstrate your skills required to present a critical and mindful analysis of a social phenomenon. You need to discuss the topic with me earlier. The interview needs to take place in person on November 20, 2023. You will also need to have an individual presentation where you can discuss your analysis later. Both of you need to present to each other the analysis of the interview on November 27 with feedback to each other. This presentation needs to address how you felt towards the overall process, mutual understanding, your felt sense of the interview, the implications of macro and micro social components in your questions or responses. The assignment will be elaborated in the class. **This will be worth 5% of your final grade.** You need to submit to eClass the result including the feedback, the analysis of the interview, the interview, the type of interview, the results etc. This will be due on November 29, 2023. Please note that you need to do both of the activities in person.

Please take a note of the following steps to successfully complete this assignment:

You will be paired with one of your classmates to conduct the interview.

You will notify me of the topic of the interview which is mutually agreed by both you and your colleague.

You will both run as interviewer and interviewee and record the entire interview.

You will both analyze the interview based on what we have discussed in class in terms of categories, concepts, and skills. This will be done one day after you conduct the interview.

Dialogical Presentation of the Interview

In the following week, you will each present the result of your analysis to one another and discuss you felt towards the overall process, mutual understanding, your felt sense of the interview, the implications of macro and micro social components in your questions or responses.

You will each submit to eClass the result including the feedback, the analysis of the interview, the interview, the type of interview, the results etc. **This will be worth 5% of your final grade.**

Term Paper

Written Assignment: You will also have one paper to write for the course. **This paper is worth 20% of your final grade.** The deadline for the ONLINE submission will be on April 1, 2024, 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 present a rough draft of your final paper to your assigned group members on November 21, 2023. Upon presentation, you will receive feedback, comments, and questions from your group members. You also need to provide your peers feedback after their presentation of the rough draft. The purpose of the peer review is to help you and your peers improve the quality of the final paper. You will be evaluated on the quality of your suggestions and the thoroughness of your feedback. Failure to attend the peer group presentation 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 giving feedback, 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, their 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.

You need to submit the result the feedback that you have received for your rough draft on eClass on March 26, 2024. Further details will be discussed in our class.

Exams:

Exams will be based on lectures, discussions, and readings. There will be two exams. Each is worth 20% of April 8, **2024. Each exam will consist of a series** of short-answer and/or essay style 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 2023-24](#)

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 [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.

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 3310 B 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](#).

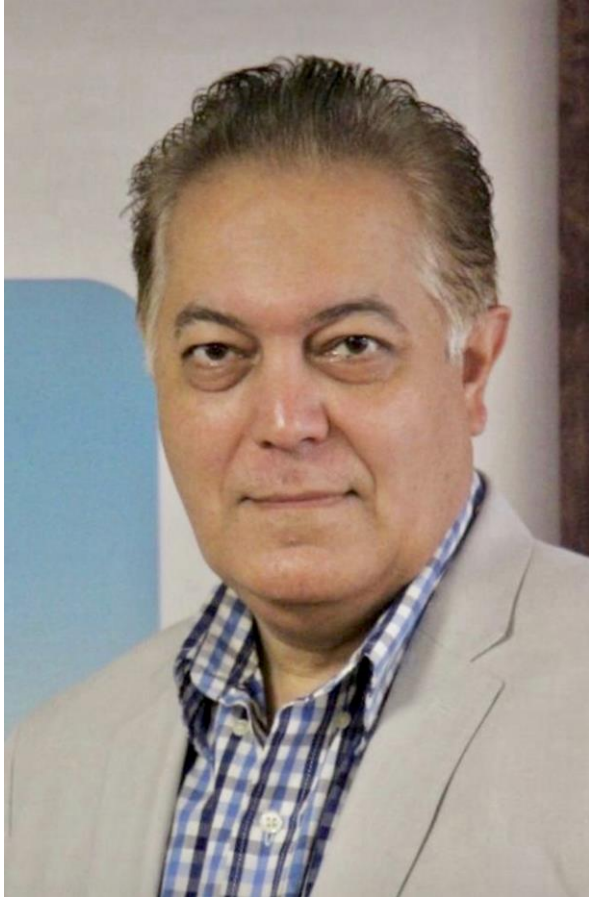
Calumet and Stong Colleges' Student Success Programming:

[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.

Instructor's Bio



Dr. Syyed Mohsen Fatemi, Ph.D. 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 several 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.