

Faculty of Health
Department of Psychology
PSYC 4020 6.0 Section C: SEMINAR IN SOCIAL PSYCHOLOGY
Thursday 11:30-2:30 Eastern Standard Time/ Online live via Zoom
F20-W21

Instructor: Dr.Sadia Zafar
Office Hours: by appointment (by zoom)
Email: zafars@yorku.ca

How to reach your instructor: The preferred method for contacting 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 A.
- 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 night 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](#)

All course materials will be available on the course eClass site. This site will be your central access point for course materials.

Course Delivery and Technical Requirements

This course will be delivered remotely and synchronously. There will be live weekly lectures on Thursdays (Starting Sep 10) from 11:30-2:30 via Zoom. You will need to log in through your passport York to join the lecture meetings. Link for the meetings is posted on eClass course website. The expectation is that we will meet during our scheduled lecture time. It is important that you attend classes as in-class discussions on required readings (text & assigned research articles) as well as student participation and presentations and written reflection papers are central to the course. Lectures will be recorded and made available on eClass course site for a week.

While this course is being delivered remotely, it is still being run with the same expectations for a smaller class size, fourth year seminar course in which students are strongly encouraged to attend classes and actively engage in class discussions. As such, it is expected that during Zoom lectures students choose video mode and will be unmuted for this small, seminar course.

In order to fully participate in PSYC4020 A you will need to have access to:

1. Stable, higher-speed internet connection
2. Computer (and or smart device) with webcam & microphone

Below are some useful resources to help you navigate the technological set up of the course

[Student Guide to EClass](#)
[Zoom@YorkU Best Practices](#)
[Zoom@YorkU User Reference Guide](#)
[Student Guide to eLearning at York University](#)
[Computing for students Website](#)

Course Description

This course is an advanced seminar course in social psychology. During this course students will study and critique social psychology theories. 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. The course includes weekly remote classes through zoom. 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 the evening before each class i.e. on Wednesday evenings by 9:00 PM on assigned readings.

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.

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 except for the introductory lecture. These papers are available through the York library's e-resources.
- **Requirements and Assessment:**

Assessment	Date of Evaluation	Weighting
Midterm	Jan 28	20%
Presentation	Start on Feb 25. Individual dates will be decided in the second week of class	15%
Intervention proposal	A week after presentation for the presenter	25%
Reflection papers	Ongoing	25%
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 as a whole 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 even for weeks when you are not signed up to present. Your participation grade for presentation weeks will be based on the questions you ask about your classmates' presentations as well as the written feedback you provide to the presenter (see details below).

Reflection papers: To help you prepare for class, a reflection paper will be due the evening before each class (i.e., by Wednesday at 9pm). 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 and uploaded to the course EClass website by the deadline. 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 in the study design or interpretation of results. You should then formulate your own opinion about the issue and connect it to everyday experiences. If the assigned readings are review articles and not research studies, then you do not have to discuss the study design and weaknesses. Instead focus on the arguments presented in the article. Detailed rubric for grading of reflection papers is posted on eClass course website.

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 a sports team). 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 also 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. Abstract is not required. Further details about the paper will be provided in class and grading rubric will be posted on eClass course website.

Approx. 30 minutes PowerPoint presentation: (including discussion time) based on proposed intervention. 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. Students will provide a one page feedback to and send it to me within 48 hours of the presentation. I will anonymize the feedback and send it to the presenter. Feedback will be included in participation marks. Feedback should be provided to help the presenter with improving their proposed intervention. Detailed instructions for presentation and feedback and rubric for presentation will be posted on eClass course website.

Midterm Exam: Midterm exam will be held on Jan28. Format will be multiple choice and may include short answer. Exam will be held through eClass course website during regular class hours. Midterm questions will be based on the assigned text chapters and lectures.

Class Format and Attendance Policy

Students are expected to attend weekly synchronous classes via zoom. Meetings details will be posted on eClass. Attendance is recorded through zoom. You cannot earn participation marks unless you attend classes.

Discussion Boards: are provided to create a space for you where you can interact with your classmates and share information. Please read the instructions posted on course website about Netiquette carefully before adding a post on discussion boards.

- **FAQ Forum:** There will be a question and answer forum on eClass where you can post questions related to the course. Students are welcome to contribute and share their answers. I will answer the questions posted on this forum on Mondays and Thursdays. If you have any questions, please refer to this forum. You are welcome to email me if your question is not addressed by this forum.
- **Chat Room:** A discussion forum will be made available to allow students to meet and chat online. This is a space for students to socialize and chat about the course.

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 2020-21](#)

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.

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 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 will be submitted online thorough the course website; no assignments will be accepted through email. Students will be required to submit their 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. It is your responsibility to ensure that the assignments are uploaded in uncorrupted files.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7-Dec. 8	Feb. 6 – April 12	March 13-April 12

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

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

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 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](#).

Course Schedule

Sep 10	Introductions. Ch1 &2 Video: The Power of the Situation.
Sep 17	Ch 3 Research methods/ethics 1. 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, 30.</i> pp. 1-38 Optional reading 2. 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, 2,</i> (4) pp. 396-403
Sep 24	Ch 4 Intervention & Evaluation 1. Niven, K. (2015). Can music with prosocial lyrics heal the working world? A field intervention in a call center. <i>Journal of Applied Social Psychology, 45,</i> pp. 132–138

	<p>2. 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 1	<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. Johansson, O. & Kunst, J. (2017). Explaining prejudice toward the mentally ill: A test of sociopolitical, demographic, and socioeconomic factors. <i>Journal of Applied Social Psychology</i>. 47, pp 682–695</p>
Oct 8	<p>Ch 6 Applying Social Psychology to Sports Teams</p> <p>1.Mallia, L. et al., (2019).Predicting moral attitudes and antisocial behavior in young team sport athletes: A self-determination theory perspective. <i>Journal of Applied Social Psychology</i>, 49:249–263</p> <p>2.McLaren, C. D., Eys, M. A., & Murray, R. A. (2015). A coach-initiated motivational climate intervention and athletes’ perceptions of group cohesion in youth sport. <i>Sport, Exercise, and Performance Psychology</i>, 4, 2, pp 113-126.</p>
Oct 15	Reading Week, no class
Oct 22	<p>Ch 7 Applying Social Psychology to the Media</p> <p>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 29	<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 5	<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 12	<p>Ch 10 Applying Social Psychology to Organizations</p> <p>1.Dierendonck, D., & Dijkstra, M. (2012). The role of the follower in the relationship between empowering leadership and empowerment: A longitudinal investigation. <i>Journal of Applied Social Psychology</i>, 42 , pp. 1–20.</p> <p>2.Mok, A. & Cremer, D. (2015). Strengthened to forgive workplace transgressions: priming new money increases interpersonal forgiveness. <i>Journal of Applied Social Psychology</i>, 45, pp. 437–45</p>
Nov 19	<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 26	<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, K. 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>
Dec 3	<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>
Jan 14	<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 21	<p>Ch 15 Applying Social Psychology to Personal relationships</p> <p>1. Raymond et al., (2015). Relationship-contingent self-esteem and the ups and downs of romantic relationships. <i>Journal of Personality and Social Psychology</i>. 95, 3 pp 608-627</p> <p>2. Hawrilenko et al., (2016). The heart of change: Acceptance and intimacy mediate treatment response in a brief couples intervention. <i>Journal of Family Psychology</i>, 30, 1, pp 93–10</p>
Jan 28	<p>Midterm</p> <p>We will convene in the second half of the class at 4:30 through our regular zoom meeting. This meeting will be devoted for consultations about presentations and paper.</p>
Feb 4	<p>Ch 16 Applying Social Psychology to the Classroom</p> <p>1. Eyink et al. (2020). Self-regulated studying behavior, and the social norms that influence it. <i>Journal of Applied Social Psychology</i> 50, pp10-21</p> <p>2. Sereno et al. (2020). Rethinking student participation in the college classroom: Can commitment and self-affirmation enhance oral participation? <i>Journal of Applied Social Psychology</i> 50, 351-362</p>
Feb 11	<p>Ch 17 Applying Social Psychology to the Good life</p> <p>1. Lambert et al. (2015). Foundational frameworks of positive psychology: Mapping well-being orientations. <i>Canadian Psychology</i>. 56, 3, 311–321</p> <p>2. Sergeant & Mongrain (2015). Distressed users report a better response to online positive psychology interventions than nondistressed users. <i>Canadian Psychology</i>. 56, 3, 322–331</p>
Feb 18	Reading Week

Feb 25	Student Presentations
Mar 4	Student Presentations
Mar 11	Student Presentations
Mar 18	Student Presentations
Mar 25	Student Presentations
April 1	Student Presentations
April 8	Student Presentations, 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.