



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Science

Faculty of Science
School of Psychology

PSYC3121 Social Psychology

Semester 2, 2012

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1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	PSYC3121		
COURSE NAME	Social Psychology		
SEMESTER	Semester 2	YEAR	2012
UNITS OF CREDIT	6	LEVEL OF COURSE	3
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	PSYC1001, PSYC1002, PSYC2001, PSYC2061		
SUMMARY OF THE COURSE	This course provides a review of the history, principles, methods, and ethics of social psychology at an advanced level. Substantive research areas such as the nature of attraction, stereotypes and prejudice, aggression, morality and prosocial behaviour, among others, will be covered.		

2. Staff Contact Details				
COURSE COORDINATOR				
Name	Phone	Email	Office	Contact Time & Availability
Dr. Lisa Williams	02 9385 1643	lwilliams@unsw.edu.au	Mathews – 1302a	By appointment
LECTURERS				
Name	Phone	Email	Office	Contact Time & Availability
Prof. Eddie Harmon-Jones	02 9385 3520	e.harmon-jones@unsw.edu.au	Mathews – 1105	By appointment
Prof. Marilyn Brewer	02 9385 8657	mbrewer@psy.unsw.edu.au	Mathews – 1110	By appointment
Prof. Joseph Forgas	02 9385 3037	jp.forgas@unsw.edu.au	Mathews – 1112	By appointment
TUTORS & DEMONSTRATORS				
Name	Phone	Email	Office	Contact Time & Availability
Cindy Harmon-Jones	n/a	cindyharmonjones@gmail.com	n/a	By appointment
Lynette Roberts	02 9385 1813	lynette.roberts@unsw.edu.au	Mathews – 1107	By appointment
Tim Schofield	02 9385 6924	t.schofield@unsw.edu.au	Mathews – 1303	By appointment

3. Course Timetable				
Component	Class No.	Day	Time	Location
LECTURES:				
Lecture 1	4321	Tuesday	09:00-10:00	Mathews B
Lecture 2	4321	Thursday	16:00-17:00	Mathews B
TUTORIALS:				
Tutorial 1	4322	Tuesday	10:00-12:00	Mathews – 421
Tutorial 2	4324	Tuesday	13:00-15:00	Mathews – 421
Tutorial 3	4328	Wednesday	14:00-16:00	Mathews – 303
Tutorial 4	4330	Thursday	09:00-11:00	Mathews – 311
Tutorial 5	4323	Thursday	11:00-13:00	Mathews – 311
Tutorial 6	4326	Thursday	14:00-16:00	Mathews – 313
<i>NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Blackboard course site.</i>				

4. Aims of the Course
<p>Lectures:</p> <p>This course provides a review of the history, principles, methods, and ethics of social psychology at an advanced level. Substantive research areas such as the nature of attraction, stereotypes and prejudice, aggression, morality and prosocial behaviour, among others, will be covered.</p> <p>The aim of this course is to introduce new topics not covered in previous courses (PSYC1001, PSYC2061), and to develop skills to critically evaluate research in the field of social psychology. Emphasis will be placed on contemporary theories and approaches. You are assumed to have familiarity with social psychological principles, areas of research, and methodological approaches, as covered in PSYC1001 and PSYC2061.</p> <p>Tutorials:</p> <p>The primary goal of the tutorial component of this course is to provide “hands on” experience with various aspects of research in social psychology. During tutorials, you will engage in three types of activities: (1)</p>

discussions with peers and tutors of assigned journal readings, (2) activities related to lecture content, and (3) activities related to the design, analysis, and discussion of the Tutorial Research Project. *You are required to attend the same tutorial each week.*

With regard to the Tutorial Research Project, each tutorial section will work together throughout the session on an empirical study that will be designed, deployed, analysed, and described in written reports. Although the project is done as a group in each tutorial section, each student will be expected to submit individual written work reporting on components of the project (e.g., hypotheses, results and discussion).

Note: Tutorial work is a **compulsory** part of this course. As with all courses in the School of Psychology, if you fail to attend at least 80% of tutorials, you may be refused final assessment.

5. Student Learning Outcomes

By the end of this course you will have:

<p>1. A knowledge and understanding of psychology at an advanced level with regard to:</p>	<p>1.1. Social psychology as a discipline and its major objectives. 1.2. Major themes in social psychology, including perspectives on human social behaviour, groups and culture, as well as the self. 1.3. Social psychological explanations for human phenomena across various domains, including interpersonal relationships, social thinking, and non-conscious action. 1.4. The current state of research across a variety of domains within social psychology, including morality, aggression, and emotion.</p>
<p>2. An advanced knowledge of research methods in psychology, enabling you to:</p>	<p>2.1. Describe, apply, and evaluate different research methods used in social psychology. 2.2. Demonstrate practical skills in social psychological research. 2.3. Locate and utilise information appropriately in the research process. 2.4. Understand statistical approaches in social psychological research and understand how they are applied to different research designs. 2.5. Design and conduct social psychological studies, including: conducting literature searches, critically analysing previous theoretical views and empirical studies, formulating testable and justified hypotheses, operationalizing variables, and making valid conclusions from experimental data.</p>
<p>3. Developed advanced critical thinking skills in psychology, enabling you to:</p>	<p>3.1. Apply knowledge of the scientific method in thinking about problems related to social psychology. 3.2. Question claims that arise from myth, untested assumptions, or incomplete media coverage of research. 3.3. Demonstrate an attitude of critical thinking that includes open-mindedness, intellectual engagement, and even-handed assessment of both strengths and weaknesses of a given study. 3.4. Demonstrate a capacity for higher-order analysis, including identifying patterns across individuals and across research findings. 3.5. Evaluate the quality of information, including differentiating empirically-supported conclusions from speculation. 3.6. Use reasoning and evidence to recognise, develop, defend and criticise arguments and persuasive appeals. 3.7. Demonstrate creative and pragmatic problem solving.</p>
<p>4. Developed an advanced appreciation of values in psychology, including the ability to:</p>	<p>4.1. Use information (e.g., research data, published research) in an ethical manner. 4.2. Exhibit a scientific attitude in critically thinking about and learning about social behaviour. 4.3. Evaluate social psychological practices in relation to Ethical Guidelines set by relevant bodies (e.g., Australian Psychological Society, American Psychological Association). 4.4. Acknowledge and respect diversity in scientific opinion.</p>
<p>5. Developed effective communication skills in psychology, including</p>	<p>5.1. Write effectively in a variety of formats (e.g., research reports, essays) and for a variety of purposes (e.g., informing, arguing). 5.2. Demonstrate effective interpersonal communication skills during</p>

the ability to:	group discussion, including: listening accurately and actively; providing constructive feedback to others; adopting flexible techniques to communicate sensitively and effectively with peers of diverse ethnic and cultural backgrounds. 5.3. Collaborate effectively, demonstrating an ability to work within groups to complete projects within reasonable timeframes and in an ethical manner.
6. Come to understand and apply psychological principles derived from an understanding of social psychology in a broader framework, including the ability to:	6.1. Apply social psychological concepts, theories, and research findings to solve problems in everyday life and in society. 6.2. Demonstrate insightful awareness of one's own social behaviour and the motivations that may underlie such behaviour based on principles of social psychology. 6.3. Make conceptual links between the principles of social psychology and principles of other fields within psychology, including health psychology, developmental psychology, and cognitive psychology.

6. Graduate Attributes		
School of Psychology Graduate Attributes*	Level of Focus 0 = No focus 1 = Minimal 2 = Minor 3 = Major	Activities/Assessment
1. Core knowledge and understanding	3	Lectures will focus on discipline-specific knowledge in social psychology. Content will cover the broad areas of research in social psychology and provide theoretical integration with other areas of research.
2. Research methods in psychology	3	Lectures will cover relevant methodologies used in empirical social psychological research. Tutorials will expand on this and give students first-hand experience in deploying research methods during the Tutorial Research Project.
3. Critical thinking skills	3	Critical analysis, problem solving, and inquiry will be encouraged in tutorials and in preparation of written assignments. Engagement with lecture content is actively encouraged.
4. Values, research and professional ethics	2	Experimental ethics will be discussed in tutorials and lectures. In particular, the use of deception and the ethics of online data collection will be addressed. Students will understand how the Tutorial Research Project meets ethical guidelines.
5. Communication skills	2	Effective oral communication skills will be exercised and developed in tutorials. Many of the assessments will be based on effective written communication skills.
6. Learning and application of psychology	1	Connections between course content and personal, social, and societal issues will be made during lectures and tutorials.

7. Rationale for the Inclusion of Content and Teaching Approach
This course provides an advanced treatment of social psychology. It follows on, and assumes knowledge, from relevant topic coverage in PSYC1001 and PSYC2061. This course provides in depth coverage of current research as it relates to major theories in the field.

* The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

8. Course Schedule					
LECTURES					
Week	Date	Lecture Topic	Lecturer	Background Reading (Chapters from Vaughan & Hogg; others on Blackboard)	Journal Article Readings
1	17/7	Emotions and Social Emotions	Williams	---	1. Gilboa & Bodner (2009). What are your thoughts when the national anthem is playing? <i>Psychology of Music</i> . 2. TBD – see announcement on Blackboard course website.
	19/7	Emotions and Social Emotions	Williams	---	
2	24/7	Stereotyping and Prejudice	Williams	Chapter 10: 376-396	Heilman & Wallen (2010). Wimpy and undeserving of respect. <i>Journal of Experimental Social Psychology</i> .
	26/7	Stereotyping and Prejudice	Williams	Chapter 10: 376-396	
3	31/7	Nonverbal Communication	Williams	Chapter 15: 617-631	Chandler & Schwarz (2009). How extending your middle finger <i>Journal of Experimental Social Psychology</i> .
	2/8	Nonverbal Communication/Morality	Williams	Chapter 15: 617-631	
4	7/8	Morality	Williams	Chapter 13: 535-548	Eskine et al. (2011). A bad taste in the mouth: Gustatory disgust influences moral judgment. <i>Psychological Science</i> .
	9/8	Social Identity and Ingroup Bias	Brewer	Chapter 4: 122-126; 133-138	
5	14/8	Social Identity and Ingroup Bias	Brewer	Chapter 11: 433-444; 447-457	Dunham (2011). An angry = outgroup effect. <i>Journal of Experimental Social Psychology</i> .
	16/8	Soc. Neuroscience/Controlling Prejudice	Harmon-Jones	---	
6	21/8	Attraction	Harmon-Jones	Chapter 14	Whitchurch et al. (2011). "He loves me, he loves me not..." <i>Psychological Science</i> .
	23/8	Attraction	Harmon-Jones	Chapter 14	
7	28/8	Social Exclusion	Harmon-Jones	K. Williams (2011)	Wesselman et al. (2012). To be looked at as through air: Civil attention matters. <i>Psychological Science</i> .
	30/8	Theory of Mind	Harmon-Jones	Gallese et al. (2004)	
MIDSESSION BREAK					
8	11/9	The Social Self	Williams	Chapter 4: 122-133	Yamaguchi et al. (2007). The apparent universality of positive implicit self-esteem. <i>Psychological Science</i> .
	13/9	The Social Self	Williams	Chapter 4: 138-150	
9	18/9	The Social Self	Williams	Chapter 4: 138-150	Forgas (2011). Can negative affect eliminate the power of 1st impressions? <i>Journal of Experimental Social Psychology</i> .
	20/9	Affect and Social Behaviour	Forgas	Chapter 2	
10	25/9	Affect and Social Behaviour	Forgas	Chapter 2	van Honk et al. (2011). Testosterone administration impairs cognitive empathy in women <i>PNAS</i> .
	27/9	Hormones and Social Behaviour	Harmon-Jones	Haselton & Gildersleeve (2011)	
11	2/10	TMT and Self-Awareness	Harmon-Jones	Solomon et al. (2000)	Blackie & Cozzolino (2011). Of blood and death: A test of dual-existential systems <i>Psychological Science</i> .
	4/10	TMT and Self-Awareness	Harmon-Jones	Solomon et al. (2000)	
12	9/10	Aggression	Harmon-Jones	Chapter 12: 475-509	Hortensius et al. (2012) When anger leads to aggression. <i>Social Cognitive Affective Neuroscience</i> .
	11/10	Aggression	Harmon-Jones	Chapter 12: 475-509	

TUTORIALS				
Week	Dates	RESEARCH PROJECT ACTIVITY	CONTENT ACTIVITY	ASSESSMENT DUE IN TUTORIAL
2	23/7-27/7	Introduction to Tutorial Research Project <i>[Read Gilboa & Bodner (2009) as well as the second reading (see announcement on Blackboard course website) before your tute]</i>	N/A	None
3	30/8-3/8	Literature discussion	Stereotypes	3/3/3 on Heilman & Wallen (2010)
4	6/8-10/8	Online data collection discussion	Nonverbal Communication	3/3/3 on Chandler & Schwarz (2009)
5	13/8-17/8	Hypotheses discussion	Morality	3/3/3 on Eskine et al. (2011)
6	20/8-24/8	No Tutorial. Optional Non-Assessed Exam Online		
7	27/8-31/8	Online study 'click through'	Attraction	3/3/3 on Whitchurch et al. (2011)
MIDSESSION BREAK				
8	10/9-14/9	Data analysis preparation	Theory of Mind	3/3/3 on Wesselman et al. (2012)
9	17/9-21/9	Data analysis	Self-esteem	3/3/3 on Yamaguchi et al. (2007)
10	24/9-28/9	Data discussion	Affect	3/3/3 on Forgas (2011)
11	1/10-5/10	Writing workshop	Digit-Ratio	3/3/3 on van Honk et al. (2011)
12	8/10-12/10	No Tutorial		

9. Assessment								
Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
Optional Non-Assessed Exam (multiple choice). This exam will test your factual knowledge of and critical reasoning skills related to lecture material, assigned readings, and tutorial content through the end of Week 5. This will help you assess your performance in the course.	0%	1	1, 3	Accessible via Blackboard course website between 9am 20 August and 5pm 24 August		-	Upon completion of the exam	Online via Blackboard
"3/3/3" on Assigned Journal Articles. Each 3/3/3 will require you to think critically about the assigned journal article. Eight 3/3/3s are due in tutorials across the session (see TUTORIALS in Section 9).	20%	2, 3, 4	2	Due in tutorials and returned in tutorials. No late submissions are accepted.		Tutor	During tutorials	Verbal, Written
Tutorial Project: Hypotheses Write-up. This written assessment will involve stating and defending hypotheses for the tutorial research project. This will include citing and describing relevant published research. Maximum length: 750 words.	15%	1, 2, 3, 5	2, 3, 5	Week 5 Tutorials	31 August, 4:30pm	Tutor	Week 9 Tutorials	Verbal, Written
Tutorial Project: Results and Discussion Write-up. This written assessment will consist of a APA-formatted Results and Discussion sections reporting and discussing findings from the tutorial research project. Maximum length: 2000 words.	25%	1, 2, 3, 5, 6	2, 3, 5	Week 8 Tutorials	12 October, 4:30pm	Tutor	29 October from School of Psychology Office (L10 Mathews)	Written
Final Exam (multiple choice and short response questions). The final exam will test your factual knowledge of and critical reasoning skills related to lecture material, assigned readings, and tutorial content from the <u>entire course</u> . The number of questions per topic will be proportional to the number of lectures and tutorials on the topic.	40%	1, 5	1, 3	Exam Period	Exam Period	-	-	-
<p>NOTE. The two written assignments (Hypotheses Write-up and Results and Discussion Write-up must be submitted both as a paper copy to the School of Psychology office (L10 Mathews) and as an electronic copy to the Turnitin module on the Blackboard course website. You will not receive a mark for the assignment unless you have complied with both of these requirements for submission.</p> <p>Note also that all assessment components aside from the Optional Non-Assessed Exam are compulsory. Further details for each assessment component will be provided during lectures or in tutorials.</p>								

10. Expected Resources for Students

TEXTBOOKS	<p>The following textbook provides background information on topics throughout the course. Assigned readings from this textbook are listed in the Course Schedule (Section 9).</p> <ul style="list-style-type: none">• Vaughan, G. M., & Hogg, M. A. (2011). <i>Social Psychology</i>. 6th Ed. Pearson Education Australia. <p>If you choose to do readings out of a previous edition of this textbook, it is your responsibility to obtain the relevant page numbers. There is no guarantee that the content is identical across editions.</p> <p>If you do not own a copy of this textbook, copies are available for short-term loan from the UNSW library.</p>
COURSE MANUAL	Available via Blackboard course website.
REQUIRED READINGS	Assigned journal article readings will be posted on the Blackboard course website. Knowledge of the information in these assigned readings is needed for successful achievement of learning outcomes.
RECOMMENDED INTERNET SITES	Student Code of Conduct UNSW Statement on Academic Misconduct UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement Email policy

11. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

12. Plagiarism & Academic Integrity

What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about

referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: www.lc.unsw.edu.au/plagiarism. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: <http://elise.library.unsw.edu.au>.

- **What is Turnitin?**

Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: <http://telt.unsw.edu.au/turnitin>.

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

www.unsw.edu.au/studentmisconductprocedures.pdf

Examples of plagiarism

Using the internet appropriately

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a math assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this led to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Copying design work

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic

misconduct and failed the course.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre

Lower Ground Floor, North Wing, Chancellery Building
(C22 Kensington Campus – near Student Central)

www.lc.unsw.edu.au

Phone: 9385 2060

Email: learningcentre@unsw.edu.au

Opening Hours:

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

COFA Campus Learning Centre

Email: cofalearningcentre@unsw.edu.au

Phone: 9385 0739

13. Administrative Matters

The *School of Psychology Student Guide*, contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements;
- Assignment submissions and returns;
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*. The *Guide* is available on http://www.psy.unsw.edu.au/students/current/files/Student_Guide.pdf