FACULTY OF SCIENCE

SCHOOL OF PSYCHOLOGY

PSYC3121

SOCIAL PSYCHOLOGY

SEMESTER 2, 2016

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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**	2016
UNITS OF CREDIT	6	**LEVEL OF COURSE**	3
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	PSYC1001, PSYC1011, 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 Involved in the Course

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
A/Prof Tom Denson	02 9385 3520	t.denson@unsw.edu.au	Mathews – 1304	By appointment
Nicholas Levy	-	z3287885@zmail.unsw.edu.au	-	By appointment
Prof Joseph Forgas	02 9385 3037	jp.forgas@unsw.edu.au	Mathews – 1112	By appointment

TUTORS & DEMONSTRATORS

Name	Email	Contact Time & Availability
Kevin Kemkes	k.kemkes@unsw.edu.au	By appointment
Nicholas Levy	z3287885@zmail.unsw.edu.au	By appointment
Ewa Siedlecka	e.siedlecka@unsw.edu.au	By appointment

3. Course Timetable

Component	Class No.	Day	Time	Location	
LECTURES:					
Lecture 1	3500	Monday	9:00-10:00	CLB 8	
Lecture 2	3500	Thursday	9:00-10:00	CLB 6	
TUTORIALS:					**Tutor**
Tutorial 1	3502	Monday	11:00-13:00	Mathews – 125	Ewa Siedlecka
Tutorial 2	3503	Monday	15:00-17:00	Mathews – 309	Ewa Siedlecka
Tutorial 3	3504	Tuesday	09:00-11:00	Mathews – 107	Nicholas Levy
Tutorial 4	3507	Wednesday	09:00-11:00	Mathews – 311	Kevin Kemkes
Tutorial 5	3508	Wednesday	11:00-13:00	Mathews – 306	Kevin Kemkes
Tutorial 6	3505	Wednesday	14:00-16:00	Mathews – 125	Kevin Kemkes
Tutorial 7	3509	Thursday	11:00-13:00	Mathews – 306	Nicholas Levy
Tutorial 8	3501	Thursday	14:00-16:00	Mathews – 112	Nicholas Levy

NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Moodle course site.

4. Aims of the Course

Lectures:

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.

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.

Tutorials:

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) discussions with peers and tutors of assigned journal readings, (2) activities related to lecture content, and (3) activities related to the empirical science of social psychology. *You are required to attend the same tutorial each week.*

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 be able to:

1.	A knowledge and understanding of psychology at an advanced level with regard to:	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.
2.	An advanced knowledge of research methods in psychology, enabling you to:	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.
3.	Developed advanced critical thinking skills in psychology, enabling you to:	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, defends and criticise arguments and persuasive appeals.
		3.7.	Demonstrate creative and pragmatic problem solving.
4.	Developed an advanced	4.1.	Use information (e.g., research data, published research) in an ethical manner.

	appreciation of values in psychology, including the ability to:	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.
5.	Developed effective communication skills in psychology, including the ability to:	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 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 the practice of empirical social psychology.
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.
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.

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[*] 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

Wk	Date	Lecture Topic	Lecturer	Background Reading (Chapters from Vaughan & Hogg; others on Moodle)	Journal Article Readings
1	25/7	Emotions and Sociality	Williams	Dixon (2012)	Dickens & DeSteno (2016) The grateful are patient …. *Emotion.*
	28/7	Emotions and Sociality	Williams	Dixon (2012)	
2	1/8	Morality	Williams	Dinh (2013)	Pitesa & Thau (2014) A lack of material resources causes harsher moral judgments. *Psychological Science.*
	4/8	Stereotypes and Prejudice	Williams	Chapter 10: 376-396	
3	8/8	Stereotypes and Prejudice	Williams	Chapter 10: 376-396	Smith-Genthos et al. (2015) The tongue-tied chameleon: The role of nonconscious mimicry… *JESP.*
	11/8	Nonverbal Communication	Williams	Chapter 15: 617-631	
4	15/8	Hormones and Social Behaviour	Denson	Mehta & Prasad (2015)	DeWall, Gillath, Pressman, et al. (2014) When the Love Hormone Leads to Violence. *SPPS.*
	18/8	Aggression: What we've learned in 50 years	Denson	Denson (2015)	
5	22/8	Angry Rumination	Denson	Chapter 12	Gabbiadini et al (2014) Interactive Effect of Moral Disengagement and Violent Video Games… . *SPPS.*
	25/8	Self-Control and Aggression	Denson	Chapter 12	
6	29/8	Social Neuroscience/Controlling Prejudice	Denson	Amodio (2014)	Cheon, Livingston, Hong, & Chiao (2014) Gene x environment interaction on intergroup bias. *SCAN.*
	1/9	**MIDSESSION EXAM IN LECTURE**			
7	5/9	Mind, Morality, and Dehumanisation	Levy	Haslam & Loughnan (2014)	Waytz et al. (2014) The mind in the machine: Anthropomorphism increases trust… . *JESP.*
	8/9	Self and Identity	Levy	Chapter 4	
8	12/9	Evolutionary Social Psychology	Levy	van Vugt & Tybur (2015)	Agthe et al. (2016) The Biasing Effects of Physical Attractiveness… . *Evolutionary Psychology.*
	15/9	Cognitive Dissonance	Levy	Harmon-Jones et al. (2015)	
9	19/9	Mirror Neurons	Levy	Kilner & Lemon (2013)	Inzlicht, Gutsell, & Legault (2012) Mimicry reduces racial prejudice *JESP.*
	22/9	Attribution and Social Explanation	Levy	Chapter 3	
		MIDSESSION BREAK			
10	3/10	**PUBLIC HOLIDAY – NO LECTURE**			Forgas (2015) Why do highly visible people appear more important? *JESP.*
	6/10	Affect and Social Behaviour	Forgas	Chapter 2	
11	10/10	Affect and Social Behaviour	Forgas	Chapter 1	Ren, Wesselmann, & Williams (2016) Evidence for another response to ostracism: Solitude seeking. *SPPS.*
	13/10	Affiliation and Attraction	Forgas	Chapter 14	
12	17/10	Personal Relationships	Forgas	Chapter 14	*None.*
	20/10	Close Relationships	Forgas	Chapter 14	

TUTORIALS				
Week	Dates	ASSESSMENT DUE IN TUTORIAL	CONTENT ACTIVITY	RESEARCH ACTIVITY
1	25/7-29/7	No Tutorial		
2	1/8-5/8	No Tutorial		
3	8/8-12/8	None	Morality	Critical Thinking in Social Psychology Part 1
4	15/8-19/8	3/3/3 on Smith-Genthos (2015)	Nonverbal Communication	Critical Thinking in Social Psychology Part 2
5	22/8-26/8	3/3/3 on DeWall et al. (2014)	Media Coverage of Social Psychology Part 1	
6	29/8-2/9	None	Anger/Aggression	Media Coverage of Social Psychology Part 2
7	5/9-9/9	3/3/3 on Cheon et al. (2014)	Intergroup Bias	Replication in Social Psychology Part 1
8	12/9-16/9	3/3/3 on Waytz et al. (2014)	Anthropomorphism	Replication in Social Psychology Part 2
9	19/9-23/9	3/3/3 on Agthe et al. (2016)	Replication in Social Psychology Part 3	
		MIDSESSION BREAK		
10	3/10-7/10	No Tutorial		
11	10/10-14/10	3/3/3 on Forgas (2015)	Affect	Future Directions in Social Psychology
12	17/10-21/10	3/3/3 on Ren et al. (2012)	Future Directions - Group Presentations	
13	24/10-28/10	No Tutorial		

9. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of Release	Date of Submission	Feedback Who	Feedback When	Feedback How
"3/3/3" on Assigned Journal Articles. Each 3/3/3 will require you to think critically about the assigned journal article and generate short, written points in three target areas. More details on 3/3/3 expectations will be distributed in tutorials. Seven 3/3/3s are due in tutorials across the session (see TUTORIALS in Section 8).	10%	2, 3, 4, 5	2, 3, 4, 5	Due in tutorials within 15 minutes of the commencement of the tutorial. Returned in tutorials. ***No late submissions are accepted.***		Tutor	During tutorials Weeks 5-12	Verbal
Midsession Exam (multiple choice and short answer questions). 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 6. The number of questions per topic will be proportional to the number of lectures and tutorials on the topic.	25%	1, 2, 5	1, 2, 5	The Midsession Exam will be held in Mathews B from 9am-10am, Thursday 1 September.		Tutor	16 September (marks on Moodle) and Week 9 tutorials	Marks via Moodle and Verbal from tutors
Scientists on Science. This written assessment will involve writing a submission for the fictional science media outlet "Scientists on Science". You will cover the findings of an assigned journal article and integrate one other relevant finding from the literature. Maximum length: 1000 words.	20%	2, 3, 4, 5, 6	2, 3, 4, 5, 6	Week 6 Tutorials	23 September, Midnight	Tutor	7 October from Moodle	Comments and marks via Moodle
Journal Article Critique. This written assessment will involve writing a critique of a target journal article – expanding on the principles practiced in 3/3/3s. Maximum length: 1500 words.	20%	2, 3, 4, 5, 6	2, 3, 4, 5, 6	Week 10 Tutorials	28 October, Midnight	Tutor	11 November from Moodle	Comments and marks via Moodle
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 Week 7 onwards. The number of questions per topic will be proportional to the number of lectures and tutorials on the topic.	25%	1, 2, 5	1, 2, 5	Exam Period	Exam Period	-	-	-

NOTES ABOUT ASSESSMENT

The two written assignments must be submitted to the Turnitin module on the Moodle course website by the appropriate deadline. You are responsible for ensuring that your submission was logged on the system successfully. Marks and feedback on the written assessments will be available via Moodle.

Note also that all assessment components are compulsory.

Students can attend each examination only once, either in the regularly scheduled or the deferred examination period. **As students will not be permitted to attend both the regularly scheduled and deferred examinations, you should not attend an exam as originally scheduled if sick on that day.** Instead, you should ensure that you obtain the appropriate medical certificate to support your case for taking the deferred exam. In such a case, a formal application for special consideration must be submitted to Student Central within three working days of the assessment to which it refers.

Deferred and alternative assessment materials may be in a different format from the original (i.e. short answers instead of MC questions, oral examination instead of written examination, etc.). In addition, the original and deferred assessment materials may also differ in the specific content, although overall both will be sampled for the same relevant course material. These principles will apply to both deferred final examination and alternative in-session assessments.

The deferred examination opportunity for each course will be offered only once.

Further information regarding assessment policies are described in the School of Psychology Student Guide, which is available on the School of Psychology website and this course's Moodle page. The guide contains information about (a) expectations of students (including attendance at lectures and tutorials), (b) procedures for submission of assignments and the School's policy on late submissions, (c) examination procedures and advice concerning illness and misadventure, (d) student support services (including services for students who have a disability that requires some adjustment in their teaching and learning environment), and (e) plagiarism (see also Section 12 of this document)

10. Expected Resources for Students	
TEXTBOOKS	The following textbook provides background information on topics throughout the course. Assigned readings from this textbook are listed in the Course Schedule (Section 8). • Vaughan, G. M., & Hogg, M. A. (2011). *Social Psychology*. 6th Ed. Pearson Education Australia. 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. If you do not own a copy of this textbook, copies are available for short-term loan from the UNSW library.
COURSE MANUAL	Available via Moodle course website.
REQUIRED READINGS	Assigned journal article readings will be posted on the Moodle 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, https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf Policy concerning academic honesty, http://www.lc.unsw.edu.au/academic-integrity-plagiarism Email policy, https://student.unsw.edu.au/email-rules UNSW Anti-racism policy statement, https://student.unsw.edu.au/racism UNSW Equity and Diversity policy statement, https://www.gs.unsw.edu.au/policy/documents/equitystatement.pdf UNSW Equal opportunity in education policy statement, https://www.gs.unsw.edu.au/policy/documents/equaleducationpolicy.pdf

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: http://www.lc.unsw.edu.au/academic-integrity-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://subjectguides.library.unsw.edu.au/elise.

- **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: https://teaching.unsw.edu.au/elearning.

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

https://www.gs.unsw.edu.au/policy/documents/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 lead 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)

http://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

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13. Administrative Matters

The *School of Psychology Student Guide*, available on http://www.psy.unsw.edu.au/current-students/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*.