FACULTY OF SCIENCE

SCHOOL OF PSYCHOLOGY

PSYC3121

SOCIAL PSYCHOLOGY

SEMESTER 2, 2018

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1. Information about the Course

FACULTY	Science
SCHOOL OR DEPARTMENT	Psychology
COURSE CODE	3121
COURSE NAME	Social Psychology
SEMESTER	Semester 2	**YEAR**	2018
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 principles, methods, and ethics of social psychology at an advanced level. Substantive research areas such as 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
Lisa Williams	02 9385 1643	lwilliams@unsw.edu.au	Mathews 1302a	By appointment

HEAD TUTOR

Name	Phone	Email	Office	Contact Time & Availability
Nicholas Levy	-	nicholas.levy@unsw.edu.au	Mathews 907	By appointment

LECTURERS

Name	Phone	Email	Office	Contact Time & Availability
Nicholas Levy	-	nicholas.levy@unsw.edu.au	Mathews 907	By appointment
A/Prof Tom Denson	02 9385 1305	t.denson@unsw.edu.au	Mathews 1304	By appointment
Prof Eddie Harmon-Jones	02 9385 3520	e.harmon-jones@unsw.edu.au	Mathews 1105	By appointment
Lydia Hayward	-	lydia.hayward@unsw.edu.au	-	By appointment

TUTORS & DEMONSTRATORS

Name	Phone	Email	Office	Contact Time & Availability
Nicholas Levy	-	nicholas.levy@unsw.edu.au	Mathews 907	By appointment
Miriam Capper	-	Miriam.capper@live.com	-	By appointment

Course Timetable

Component	Class Number	Day	Time	Location	
LECTURES:					
Lecture 1	4323	Monday	11:00-12:00	Mathews B	
Lecture 2	4323	Wednesday	14:00-15:00	Mathews B	
TUTORIALS:					**Tutor**
Tutorial 1	4328	Monday	14:00-16:00	Lib 176B	Nicholas Levy
Tutorial 2	4330	Tuesday	13:00-15:00	Lib 176B	Miriam Capper
Tutorial 3	4331	Wednesday	10:00-12:00	Lib 176B	Nicholas Levy
Tutorial 4	4332	Wednesday	14:00-16:00	Lib 176A	Nicholas Levy

Tutorial 5	4326	Thursday	12:00-14:00	Lib 176B	Miriam Capper
Tutorial 6	4324	Friday	10:00-12:00	Lib 176B	Miriam Capper
Tutorial 7	4325	Friday	13:00-15:00	Mat 313	Miriam Capper

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

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

Note: Tutorial work – both face-to-face and online - is a ***compulsory*** part of this course.

4. 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 appreciation of values in psychology, including the ability to:	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.
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.

5. 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, in preparation of written assignments, and on the final exam. Engagement with lecture content is actively encouraged.
4. **Values, research and professional ethics**	2	Experimental ethics will be discussed in tutorials and lectures.
5. **Communication skills**	2	Effective oral communication skills will be exercised and developed in tutorials – culminating in the group presentation. 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.

6. 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.

7. Teaching Strategies

This course provides a blend of teaching strategies, including lecture-formats, online activities, and face-to-face activities. The course aims to provide high pedagogical value across these strategies.

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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).

		Monday Lecture	Wednesday Lecture	Reading	Tutorial
8. Course Schedule					
		Monday Lecture	**Wednesday Lecture**	**Reading**	**Tutorial**
Week 1 (23 July)		*Intro & Nonverbal Communication* Williams	*Cognitive Dissonance* Levy	Chapters 3 & 5	Online – Laughter
Week 2 (30 July)		*Dehumanisation* Hayward	*Mirror Neurons* Levy	Chapters 2 & 4	Nonverbal Communication| Cognitive Dissonance | Think Tank I
Week 3 (8 Aug)		*Attribution & Social Explanation* Hayward	*"Cults"* Levy	Chapters 3 & 7	Anthropomorphism | Mirror Neurons | Think Tank II
Week 4 (13 Aug)		*Self-Knowledge & Self-Perception* Hayward	*Social Identity* Hayward	Chapters 2 & 4	Online – Cults
Week 5 (20 Aug)		*Emotions & Social Processes I* Williams	*Emotions & Social Processes II* Williams	Chapters 3 & 9	Social Identity | Think Tank III
Week 6 (27 Aug)		*Loneliness* Williams	*Empathy & Morality* Williams	Chapter 9	Emotion | Think Tank IV
Week 7 (5 Sept)		*Modern Group Biases* Williams	*Social Neuroscience* Harmon-Jones	Chapter 4	Online – Bias
Week 8 (10 Sept)		*Neuroscience of Prejudice* Harmon-Jones	*Terror Management Theory* Harmon-Jones	Chapter 2	Morality | Empathy | Think Tank V
Week 9 (17 Sept)		*Attraction & Close Relationships I* Harmon-Jones	*Attraction & Close Relationships II* Harmon-Jones	Chapter 8	Attraction | Group Dynamics | Think Tank VI
MIDSESSION BREAK					
Week 10 (1 Oct)		**Public Holiday – No lecture**	*Hormones & Social Behaviour* Denson	Chapter 10	Online – Hormones
Week 11 (8 Oct)		*60 Years Of Aggression Research I* Denson	*60 Years Of Aggression Research II* Denson	Chapter 10	Aggression | Virtual Reality | Think Tank VII
Week 12 (15 Oct)		*Anger Regulation* Denson	*Intergroup Aggression and Hatred* Denson	Chapter 10	Think Tank Presentations

9. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of Release	Date of Submission	Feedback Who	Feedback When	Feedback How
Course Participation. This combined participation mark comprises attendance at face-to-face tutorials (8%, 1% each), completion of online tutorial activities (3%, 1% each), and completion of the self-test quizzes* (4%, 1% each).	15%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	n/a	Weekly	Tutor	n/a	Moodle/In-person
Think Tank Group Presentation. This group presentation will be a culmination of group-based work (based on the Think Tank activities) in tutorials across the course. Additional information will be provided in an Assignment Sheet distributed in tutorials and posted to Moodle. Marks will incorporate peer evaluations from fellow group members (to be completed during Week 12).	10%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	Week 2 Tutorials	Week 12 Tutorials	Tutor	26 October	Comments and marks via Moodle
Assignment: Think Tank Write-up. This written assessment will involve a summary of your group's Think Tank experiment idea, including a brief introduction/rationale and methodology, as well as a section engaging in critical thinking principles practiced throughout the course. Additional information will be provided in an Assignment Sheet distributed in tutorials and posted to Moodle.	35%	2, 3, 4, 5, 6	2, 3, 4, 5, 6	Week 9 Tutorials	26 October, 8pm	Tutor	16 November from Moodle	Comments and marks via Moodle
Final Exam. The final exam will test your factual knowledge of and critical reasoning skills related to lecture material, readings, and tutorial content. Question formats will include fill-in-the-blank and short essay questions. The number of questions per topic will be proportional to the number of lectures and tutorials on the topic.	40%	1, 2, 3, 5	1, 2, 3, 5	n/a	Exam Period	-	-	-

* Self-test quizzes will be marked for completion, not for number or proportion of questions answered correctly. The self-test quizzes will be opened in Week 3, 6, 9, and 10 and be open for a period of 7 days.

10. Expected Resources for Students	
TEXTBOOK	The following textbook provides background information on topics throughout the course. Relevant chapters per lecture will be noted. • Kassin, Fein, Markus, McBain & Williams (2015) *Social Psychology: Australia and New Zealand Edition*. 1st Ed. Cengage Learning Australia. If you do not own a copy of this textbook, copies are available for short-term loan from the UNSW library. Note also that there is an e-book version available.
COURSE MANUAL	Available via Moodle course website.
REQUIRED READINGS	Any course readings not included in the textbook will be provided via Moodle.
RECOMMENDED INTERNET SITES	https://student.unsw.edu.au/conduct https://student.unsw.edu.au/plagiarism https://it.unsw.edu.au/staff/policies/index.html https://www.gs.unsw.edu.au/policy/documents/antiracismpolicy.pdf https://www.gs.unsw.edu.au/policy/documents/equitystatement.pdf https://www.gs.unsw.edu.au/policy/documents/equaleducationpolicy.pdf https://it.unsw.edu.au/staff/policies/index.html

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 myExperience digital survey.

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
UNSW Art & Design Learning Centre
G Block, Room G112
Phone: 9385 0739
https://www.artdesign.unsw.edu.au/current-students/student-services/learning-centre

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
- Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.