

Fundamentals of Social Psychology
Department of Psychology
Concordia University
Fall 2019

Professor: Erik Chevrier
Office Hours: Tu/Th (By Request)
Day/Time: Tu/Th 11:45 – 1:00 PM
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How do others influence your behaviour? How are you influenced by social situations? Do you easily fall for conformity tactics? Would you obey authority, even though you are morally opposed to the suggested course of action? These are some of the questions that are addressed in the course, Fundamentals of Social Psychology.

In the course, students are introduced to core concepts, frameworks, models and theories of social psychology. It covers the scientific study of how people's thoughts, feelings, and behaviours are influenced by the presence of others. This course also provides a critical perspective by challenging social institutions, practices and power relations that constitute forms of inequality and oppression.

In the course students discuss core topics that are related to current real-life situations. For example, students address the topic of racism because of the current political trends. There is a rise in instances of racism, hate crimes, prejudice and fascism in the USA, Canada and worldwide. Students analyze contemporary research on causes of racism and find solutions about how to prevent it.

Students also learn about a variety of other topics like, social perception, social cognition, the social self, attitude/attitude change, conformity, and group processes. Furthermore, we take a critical perspective by also incorporating feminist scholarship, queer theory, critical race psychology, and social constructivism.

Course Materials and Text:

Students are expected to complete **ALL** the designated readings **BEFORE EACH CLASS**. Students are also expected to attend **ALL** classes, complete **ALL** take home assignments and participate in class discussions. Please see the course schedule below for the dates the readings are due.

The required readings:

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) Social Psychology, Sixth Canadian Edition, Pearson. (available at the coop bookstore - <https://www.co-opbookstore.ca>)

Highly Recommended Readings (lectures will also include topics from this book):

Gough, B., McFadden, M., McDonald, M. (2013), Critical Social Psychology: An Introduction, Second Edition, Palgrave Macmillan. (available at the coop bookstore - <https://www.co-opbookstore.ca>)

Recommended Readings:

Gough, B. (2017) The Palgrave Handbook of Critical Social Psychology, Palgrave Macmillan.

The power-point **lecture notes** will be posted on the course website before each class.

Recommended readings: URLs and other electronic sources may be posted on the course website from time to time. Please visit the course website to get this material.

Course Format

The professor provides a balance of lectures and discussion based activities to teach students about social psychology. He also shows relevant multimedia clips, including documentary movies, Ted Talks and other interesting videos. Students are required to participate in classroom discussions and activities. Students are also expected to read the required text(s) and/or watch the assigned movie(s) before coming to class.

Participation

Participation is an important part of this course. From time to time, the professor will ask students to complete additional readings, watch video clips, think about certain subjects and/or complete short assignments outside of class time. Students **MUST** accomplish these tasks. The grade given for participation will be determined according to the completion of these tasks, classroom attendance, participation in discussions and activities.

Course Evaluation

Exam 1	30%
Exam 2	30%
Exam 3	30%
Class Participation	10%

Letter Grade Equivalency

Your numerical grades will be converted to letter grades as follows:

A+	(93 – 100%)	B+	(77 – 79.9%)	C+	(67 – 69.9%)	D+	(57– 59.9%)
A	(85 – 92.9%)	B	(73 – 76.9%)	C	(63 – 66.9%)	D	(53 – 56.9%)
A-	(80 – 84.9%)	B-	(70 – 72.9%)	C-	(60 – 62.9%)	D-	(50 – 52.9%)
F	< 50%						

Lecture Schedule: Themes and Required Readings

This is a **TENTATIVE** schedule and is subject to change. Be sure to consult the course website regularly to be aware of any changes.

Course schedule, topics and required readings:

September 3 & 5 Introduction to Social Psychology

Reading:

Chapter 1 – Introduction to Social Psychology (pp. 1 – 19)

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) Social Psychology, Sixth Canadian Edition, Pearson.

Recommended Reading:

Chapter 1 – Critical Social Psychology: An Introduction (pp. 3 – 33)

Gough, B., McFadden, M., McDonald, M. (2013), Critical Social Psychology: An Introduction, Second Edition, Palgrave Macmillan.

Chapter 3 – Doing Critical Psychology (pp. 67 – 98)

Gough, B., McFadden, M., McDonald, M. (2013), Critical Social Psychology: An Introduction, Second Edition, Palgrave Macmillan.

September 10 & 12 – Social Cognition

Reading:

Chapter 3 – Social Cognition: How We Think About the Social World (pp. 48 – 73)

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) Social Psychology, Sixth Canadian Edition, Pearson.

Recommended Reading:

Chapter 2 – A Critical Look at Cognitive-Experimental Social Psychology (pp. 34 – 66)

Gough, B., McFadden, M., McDonald, M. (2013), Critical Social Psychology: An Introduction, Second Edition, Palgrave Macmillan.

September 17 & 19 – Social Perception

Readings:

Chapter 4 – Social Perception: How We Come to Understand Other People (pp. 74 – 105)

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) Social Psychology, Sixth Canadian Edition, Pearson.

September 24 & 26 – The Self

Reading:

Chapter 5 – The Self: Understanding Ourselves in a Social Context (pp. 106 – 135)

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) Social Psychology, Sixth Canadian Edition, Pearson.

Recommended Readings:

Chapter 6 – Self, Identity, Subjectivity (pp. 159 – 187)

Gough, B., McFadden, M., McDonald, M. (2013), *Critical Social Psychology: An Introduction*, Second Edition, Palgrave Macmillan.

Chapter 7 – Gendered and Sexed Identities (pp. 188 – 223)

Gough, B., McFadden, M., McDonald, M. (2013), *Critical Social Psychology: An Introduction*, Second Edition, Palgrave Macmillan.

October 1 – Review and

October 3 – Exam 1

October 8 – 10 – Attitudes and Attitude Change

Reading:

Chapter 6 – Attitudes and Attitude Change: Influencing Thoughts, Feelings and Behaviour (pp. 136 – 171)

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) *Social Psychology*, Sixth Canadian Edition, Pearson.

October 15 & 17 – Social Influence and Conformity

Reading:

Chapter 7 – Conformity: Influencing Others (pp. 172 – 211)

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) *Social Psychology*, Sixth Canadian Edition, Pearson.

Recommended Reading:

Chapter 4 – Social Influence (pp. 99 – 125)

Gough, B., McFadden, M., McDonald, M. (2013), *Critical Social Psychology: An Introduction*, Second Edition, Palgrave Macmillan.

October 22 & 24 – Group Processes: Influence in Social Groups

Chapter 8 – Group Processes: Influence in Social Groups (pp. 212 – 243)

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) *Social Psychology*, Sixth Canadian Edition, Pearson.

October 29 & 31 – Interpersonal Attraction

Chapter 9 – Interpersonal Attraction: : From First Impressions to Close (pp. 244 – 281)

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) *Social Psychology*, Sixth Canadian Edition, Pearson.

November 5 – Review

November 7 – Exam 2

November 12 & 14 – Prosocial Behaviour

Chapter 10 – Prosocial Behaviour: Why do People Help? (pp. 282 – 309)

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) Social Psychology, Sixth Canadian Edition, Pearson.

November 19 & 21 – Aggression

Chapter 11 – Aggression: Why We Hurt Others (pp. 310 – 341)

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) Social Psychology, Sixth Canadian Edition, Pearson.

November 26 & 28 – Prejudice

Reading:

Chapter 12 – Prejudice (pp. 342 – 383)

Aronson, E. Wilson, T. D., Fehr, B, Akert, R. M. (2017) Social Psychology, Sixth Canadian Edition, Pearson.

Recommended Reading:

Chapter 5 – Prejudice in Practice (pp. 126 – 158)

Gough, B., McFadden, M., McDonald, M. (2013), Critical Social Psychology: An Introduction, Second Edition, Palgrave Macmillan.

Final Exam During the Final Exam Dates

A list of Student Services and Useful Resources

Counselling and Psychological Services: <http://concordia.ca/students/counselling-life-skills>

Concordia Library Citation and Style Guides: <http://library.concordia.ca/help/howto/citations>

Student Success Centre: <http://concordia.ca/students/success>

Health Services: <http://concordia.ca/students/health>

Financial Aid and Awards: <http://concordia.ca/offices/faao>

HOJO (Off Campus Housing and Job Bank): <http://csu.qc.ca/hojo>

Academic Integrity: <http://concordia.ca/students/academic-integrity>

Access Centre for Students with Disabilities: <http://concordia.ca/offices/acsd>

CSU Advocacy Centre: <http://csu.qc.ca/advocacy>

Dean of Students Office: <http://concordia.ca/offices/dean-students>

International Students Office: <http://concordia.ca/students/international>

Student Hub: <http://concordia.ca/students>

Sexual Assault Resource Centre: <http://concordia.ca/students/sexual-assault.html>

Indigenous Directions: <http://concordia.ca/about/indigenous.html>

University Rights and Responsibilities

Academic Integrity: “The Academic Code of Conduct sets out for students, instructors and administrators both the process and the expectations involved when a charge of academic misconduct occurs. The regulations are presented within the context of an academic community which seeks to support student learning at Concordia University.” (From Article 1 of the Academic Code of Conduct).
Full text:

<http://www.concordia.ca/students/academic-integrity/offences.html>

Plagiarism: The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement.” This includes material copied word for word from books, journals, Internet sites, professor’s course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes for example the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone –it can refer to copying images, graphs, tables and ideas. “Presentation” is not limited to written work. It includes oral presentations, computer assignment and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism. **In Simple Words: Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it!** Source: Academic Integrity Website:
<http://concordia.ca/students/academic-integrity>

Disabilities: The University’s commitment to providing equal educational opportunities to all students includes students with disabilities. To demonstrate full respect for the academic capacities and potential of students with disabilities, the University seeks to remove attitudinal and physical barriers that may hinder or prevent qualified students with disabilities from

participating fully in University life. Please see the instructor during the first class if you feel you require assistance.

For more information please visit <http://concordia.ca/offices/acsd>

Safe Space Classroom: Concordia classrooms are considered ‘safe space classrooms’. In order to create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name-calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counter-productive to successful teaching and learning. The purpose of class discussions is to generate greater understanding about different topics. The expression of the broadest range of ideas, including dissenting views, helps to accomplish this goal. However, in expressing viewpoints, students should try to raise questions and comments in ways that will promote learning, rather than defensiveness and feelings of conflict in other students. Thus, questions and comments should be asked or stated in such a way that will promote greater insight into the awareness of topics as opposed to anger and conflict. The purpose of dialogue and discussion is not to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of dialogue in the classroom is to reach higher levels of learning by examining different viewpoints and opinions with respect and civility.

I acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community. (Indigenous Directions Leadership Group, Feb. 16, 2017)