PSYC3017 – Social Psychology

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Format of Unit: 2 x 1 hour lectures/week x 13 weeks
1 x 2 hour tutorial/week x 10 weeks

Credit Point Value: 6 Credit Points

Prerequisites: Intermediate Psychology units including
PSYC (2013 or 2113) plus one other Intermediate Psychology Unit
from PSYC (2011 or 2111), PSYC (2012 or 2112), PSYC (2014 or
2114).

Assessment:

Classwork:
35% of total mark, a 2,500 word practical report
Due Date: Friday May 20\textsuperscript{th} (week 11)

10% of total, a class presentation of research (20 mins)
Due Date: Week 13.

5% of total, a quiz based on assigned readings in preparation for class presentations
Due Date: Available from Week 5.

Examination:
50% of total, multiple choice questions (0.70) and short answers or short essays (0.30)

TEACHING & LEARNING COMMITTEE POLICY:

ALL pieces of students’ written assignments are to be submitted on-line to ensure that plagiarism detection software can be implemented. Reports will also be checked against those submitted in previous years.

Evaluation of teaching and learning:
Date: Week 13
Type: ITL Questionnaire
Unit of Study General Description

PSYC3017 continues the coverage of topics in Social Psychology begun in PSYC1001 and PSYC2013. The unit is divided into topic areas, where the emphasis is on evaluating theories and the relevant evidence. Topics areas include: social relationships, ostracism, the self, self-conscious emotions, stigma, physiological and neuroscientific methods within social psychology, and the application of social psychological concepts in counseling psychology. Tutorials provide first-hand experience of research by involving students in a range of research projects on the topics covered in the lectures. The tutorials also provide an opportunity for discussion of issues associated with these topics.

Graduate Attributes and Student Learning Outcomes for Social Psychology

This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the laboratory report, presentation, and in the final examination.

1: Knowledge and Understanding of Social Psychology

Display basic knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in Social Psychology

Student learning outcomes:

(i) To stimulate an interest in the contribution of social psychologists to the understanding of changes in socialization, group processes (both inter and intra group), and interpersonal processes (viz. helping behaviour and interpersonal affiliation and attraction);
(ii) Ability to describe, explain and evaluate research studies examining a core area of social psychology.
(iii) Ability to chart the progression of theories in major areas in Social Psychology.

2: Research Methods in Social Psychology

Understand, apply and evaluate basic research methods in Social Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:

(i) To develop a critical understanding of the major methods of research in this area.
(ii) To critically assess the major theories and research findings in these areas.
(iii) To interpret statistical analyses.
(iv) Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs.
(v) Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.
3: Critical Thinking Skills in Social Psychology
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

Student learning outcomes:

(i) Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
(ii) Evaluate the quality of information, including differentiating empirical evidence from speculation.
(iii) Evaluate issues and behaviour using different theoretical and methodological approaches.
(iv) Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

4: Values in Social Psychology
Value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity.

Student learning outcomes:

(i) Recognise and respect social, cultural, linguistic, spiritual and gender diversity.
(ii) Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication)
(iii) Be able to recognise and promote ethical practice in research.
(v) Promote evidence-based approaches to understanding behaviour.

5: Communication Skills in Social Psychology
Communicate effectively in a variety of formats and in a variety of contexts

Student learning outcomes:

(i) Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
(ii) Demonstrate effective oral communication skills in various formats (e.g., group presentation) and for various purposes.
(iv) Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

6: Learning and the Application of Social Psychology
Understand and apply psychological principles to personal and social issues.

Student learning outcomes:

(i) To develop an awareness of the applications of the theories and research findings in Social Psychology.
(ii) Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
(iii) Understand major areas of applied Social Psychology

Evidence of learning:

Assessment will take the form of: (1) an examination which will cover the full range of teaching outcomes (the examination will consist of multiple-choice and short answer or short essay questions); (2) a research report which will focus on the skills of designing, conducting, analysing data, and reporting results in a standard journal paper format; (3) an oral presentation of research by the research group, which will assess the ability to communicate background, research design and results in a 20 minute talk; and 4) a quiz based on assigned readings in preparation for class presentations.
7. School of Psychology Plagiarism Policy information for Students

Plagiarism is **NOT** permitted.

(i) Are you sure you know what plagiarism is? The following explanation of what constitutes plagiarism is taken from the University Policy on Plagiarism (i.e., the Academic Board Policy: Academic Dishonesty and Plagiarism found at: http://www.psych.usyd.edu.au/teach/).

2.2.2 Plagiarism includes presenting Work for Assessment, publication, or otherwise, that includes:

(a) phrases, clauses, sentences, paragraphs or longer extracts from published or unpublished Work (including from the Internet) without Acknowledgement of the Source; or

(b) the Work of another person, without Acknowledgement of the Source and presented in a way that exceeds the boundaries of Legitimate Cooperation.

2.2.3 The presentation of a Work containing the elements in 2.2.2 is regarded as Plagiarism, regardless of the author’s intentions. The author’s intentions, resulting in Plagiarism can be classified as negligent (Negligent Plagiarism) or dishonest (Dishonest Plagiarism).

2.3 Negligent Plagiarism

2.3.1 For the purpose of this Policy and Procedure, Negligent Plagiarism means innocently, recklessly or carelessly presenting another person’s Work as one’s own Work without Acknowledgement of the Source.

2.3.2 Negligent Plagiarism often arises from a student’s fear of paraphrasing or writing in their own words, and/or ignorance of this Policy and Procedure. It may be due to:

(a) failure to follow appropriate referencing practices;

(b) failure to determine, verify or acknowledge the source of the Work.

2.4 Dishonest Plagiarism

2.4.1 For the purpose of this Policy and Procedure, Dishonest Plagiarism means knowingly presenting another person’s Work as one’s own Work without Acknowledgement of the Source.

2.4.2 Alleged Plagiarism will be deemed to be alleged Dishonest Plagiarism where:

a. substantial proportions of the Work have been copied from the Work of another person, in a manner that clearly exceeds the boundaries of Legitimate Cooperation;

b. the Work contains a substantial body of copied material (including from the Internet) without Acknowledgement of the Source, and in a manner that cannot be explained as Negligent Plagiarism;

c. in the case of a student preparing Work for Assessment, there is evidence that the student engaged another person to produce or conduct research for the Work, including for payment or other consideration; or

d. the student has previously received a Written Warning.

(ii) The School of Psychology will penalise all submitted work that is plagiarised.

(iii) The School of Psychology is using software to detect all forms of plagiarism.

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**Diagram:**

- **PLAGIARISM**
  - **More than 50% plagiarised**
    - Unit Coordinator ensures that the student receives no marks for submitted work and requests a resubmission for a mark of zero
  - **Less than 50% plagiarised**
    - Tutor/marker ignores plagiarised section(s) and marks remainder of submitted work, plus 10% penalty
Syllabus

The Self

Applications of Social Psychology in Counselling Psychology
Relevance of concepts of self
Relevance of views of social cognition
Relevance of concepts of family systems

Physiological and Neuroscientific Methods in Social Psychology
The use of non-behavioural methods used to address social questions. Physiological (heart rate parameters, skin conductance, cortisol) and neuroscientific (EEG, fMRI)

Stigma
Defining stigma, consequences of being stigmatised, stereotype threat

Social Relationships
1. Ostracism (the act of being excluded and ignored); model of ostracism, ostracism in the real world, ostracism in the laboratory.
2. Interpersonal attraction: internal and external determinants of attraction, arousal, love
## Lecture Timetable

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
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<th>Lecturer</th>
<th>TOPIC</th>
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<td>February 28</td>
<td>1</td>
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<td>Introduction</td>
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<tr>
<td>2</td>
<td>March 2</td>
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<td>March 7</td>
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<td>The Self III</td>
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<td>March 14</td>
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<td>Karen Gonsalkorale</td>
<td>The Self IV</td>
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<td>March 16</td>
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<td>March 21</td>
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<td>Alan Craddock</td>
<td>Application of Self Concepts in Counselling (I)</td>
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<td>Alan Craddock</td>
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<td>Stigma IV</td>
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<td>Interpersonal attraction: Self-disclosure &amp; Arousal</td>
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<td>June 1</td>
<td>26</td>
<td>Lisa Zadro</td>
<td>Interpersonal attraction: Love</td>
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**NOTE:** The exact content and/or order of the lecture topics may change if necessary.

Both lectures are in Bosch Lecture Theatre 4. They are on Monday 3pm and Wednesday 12pm.

**RECOMMENDED TEXT**

Please note: it is not necessary to buy the textbook. At a third year level, we would prefer you to refer to articles as opposed to secondary texts. Moreover, many of the topics presented in lectures will be discussed in far more detail than presented textbooks—you would not be able to pass the course by reading the textbook alone. However, should you want to refer to a textbook, the following may help you to understand or revise key terms and concepts.

Research and resource support for Psychology students

The University of Sydney Library has 12 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher Library is located on Eastern Ave, Camperdown campus. We also have loads available online – find us at sydney.edu.au/library/

You can contact your Psychology Faculty Liaison Librarian at library.psychology@sydney.edu.au. The Psychology Librarian is located at Badham Library, level 1, Badham Building, Science Rd, Camperdown Campus. You can phone 91141292 or send an email psychology.library@sydney.edu.au

Psychology books in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection. Most of your required and recommended items will be here. Details of these can are located in the catalogue, you search for these at http://opac.library.usyd.edu.au/search/r

Psychology subject guide

There is a comprehensive subject guide that includes links to psychology databases, internet resources, information on tests and measurements and more. Take a look at http://libguides.library.usyd.edu.au/psychology

You can also enrol in database sessions and EndNote classes.

Need a refresher after the long vacation?

Watch and listen to these online learning objects and get back up to speed with information literacy skills on topics such as research, essay writing and referencing. http://www.library.usyd.edu.au/skills/