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:
40% of total mark, a practical report (based on a Group Work project). This report consists of sections written by the group (Group Work) and individually (Individual). Specifically you will receive two marks:

- **Individual mark** (80% of the total report mark): This is composed of the Introduction (40% of the total report mark) & Discussion (40% of the total report mark) sections, which are written individually.
  - The Introduction & Discussion are due Friday May 23rd (Week 11). They will be returned prior to exams.

- **Group mark** (20% of the total report mark): This is composed of the Method Section (10% of the total report mark) and Results (10% of the total report mark) which are written by the group.
  - Method Section is due during the mid-semester break on the day of your (usual) tutorial (to be emailed to your tutor). It will be returned by your tutor in Week 8.
  - Results Section is due during the tutorial, Week 9 (to be emailed to your tutor). It will be returned by your tutor in Week 10.

10% of total, a class presentation of research—Group Work (20 mins)

Due Date: Week 13.

Examination:
50% of total, multiple choice questions (0.40) and short answers or short essays (0.60)

Out of class prescribed student workload:
Library research for the report; weekly group meetings to complete assessment components (including: writing the Method & Results; devising hypotheses for data analysis; devising and practicing the presentation, etc); preparation/readings for tutorials and lectures.
NOTE: COMPLETION OF ALL ASSESSMENTS IS COMPULSORY TO PASS THE UNIT.

*You are expected to be available for the entire exam period (June 16-28).* For students who cannot, for whatever reason, sit the exam on the scheduled date, you will need to apply to the Faculty for 'SPECIAL ARRANGEMENTS':


According to the Faculty Guidelines, Special arrangements may be made available to any student who is unable to attend examinations because of one or more of the following: (a) essential religious commitments or essential beliefs (including cultural and ceremonial commitments); (b) compulsory legal absence (such as jury duty or court summons); (c) sporting or cultural commitments, including political or union commitments, where the student is representing the University, state or nation; (d) birth or adoption of a child; (e) Australian defence force or emergency service commitments (including Army Reserve); (f) where the faculty can form a view that employment of an essential nature to the student would be jeopardised and that the student has little or no discretion with respect to the employment demand. (2) Deans and or faculties may consider special arrangements for situations other than those listed in clause 15(1) at their own discretion, on a case-by-case basis. (3) Special arrangements are intended to support flexible learning. However, while every reasonable attempt is made to accommodate student needs, it may not be possible to provide such arrangements in all cases. This is particularly so where clinical placements and practicums are involved. To apply for Special Arrangement, read the policy, download and complete the application, and then deliver it to the Faculty office. Please start the process early because it is quite lengthy.

**Submitting your assessments:**

There are two components of the report: the group sections and the individual sections.

**The Group Sections**

- The group sections of your report (i.e. the Method & Results) are to be submitted via email to your tutor (during the mid-semester break for the Method section—please submit by 4pm; in Week 9 for the Results section during your tutorial time). The sections will be submitted by the group liaison officer (to be announced in class).

**The Individual Sections**

- The Individual sections of your report (i.e. the Introduction & Discussion) are to be submitted online. It will be marked online, and returned to you with comments online.
- This means it is critical that you submit online correctly. It is your responsibility to ensure you submit online on time and in the correct manner. The due time is 4PM on Friday May 23rd. The submission time is recorded electronically, and even one second past the due time is recorded as being late.
  - If you do not have access to a reliable DESKTOP computer and internet connection, have a backup plan; come into University to a Computer lab to submit, submit from the tutorial room with your tutor’s help, or have a friend whose computer you will use (though, do not give them access to your assignment).
  - ALLOW EXTRA TIME even if you have a normally perfect computer and internet connection. We strongly suggest you begin attempting to submit the night before the due date at the latest. If you have any issues, you can always come into university and use a computer here.
  - If you are being sensible and allow extra time (at least a day) to submit, you will have no difficulties submitting your report, even if there are any congestion or network issues.
  - Ensure that you put your tutor’s name in the submission title field when submitting your assignment. This will allow your tutor to find the assignment (more information about the submission procedure will be presented in tutorials closer to the time of submission).
- The online assignment submission link will be available a full week before the due date and you can practice submitting as much as you want until the due time. Note that each submission will overwrite and replace the previous one, so ensure that you have checked that your final correct submission is online the evening before the cutoff.
- Follow all instructions (which will be posted on eLearning) relating to the submission of your assignment.
• Part of this assessment is the requirement that you submit your assignment online. Do not email your assignment to anyone (especially your tutor) and ask them to submit it online for you.

• Ensure you submit the correct file. The submission process shows you a complete preview of your entire submission, and the digital receipt shows the entire first page of the submission.

• Note that once the official due date/time has passed, a late link will appear.

**Penalties applying to the submission of the Group Sections of the Report (i.e. Method & Results).**

• Late submission of the Method or Results will result in a mark of zero for this section. Given that this is a group assignment, there is no excuse for submitting these sections late. Special consideration will not be granted for late submission of this section as this section is written by the group (rather than a single individual who could be subject to illness or misadventure). **It is the group’s responsibility to ensure that no single individual writes an entire section and hence no single individual is responsible for completing the section and handing it in.**

**Penalties applying to the submission of the Individual Sections of the Report (i.e. Introduction & Discussion).**

| Assignment submitted late, to 7 days late (i.e. 1 second after 4pm on 23rd May to 4pm on 30th May) | -10 |
| Assignment submitted 7 to 14 days late (i.e. 1 second after 4pm on 30th May to 4pm on 6th June) | -20 |
| Assignment submitted 14 to 21 days late (i.e. 1 second after 4pm on 6th June to 4pm on 13th June) | -30 |
| No assignment submitted before 4pm, 13th June | No mark awarded; alternate assignment must be requested from psychology.info@sydney.edu.au and a serious attempt submitted on time to avoid AF (absent fail) |
| No assignment | AF (absent fail) for PSYC3017 |

Note that these penalties may be modified by a successful application for SPECIAL CONSIDERATION (see section below); however this does not apply to the final possible submission date and time of 4pm, 13th June for the original assignment topic. All assignments must be received by 4pm on that date, because assignments on the same topic will be returned to students shortly after.

After 4pm, 13th June if you still have not completed and submitted an assignment, you must request an alternate assignment from psychology.info@sydney.edu.au.

**SPECIAL CONSIDERATION (INCLUDES REQUESTS FOR EXTENSIONS)**

What to do:

• Understand that the Faculty of Science is in charge of Special Consideration for Psychology, regardless of what Faculty your degree originates in.

• Start by going to the Faculty of Science Webpage, and downloading the ‘Special Consideration’ pack [http://sydney.edu.au/science/cstudent/ug/forms.shtml#special_consideration](http://sydney.edu.au/science/cstudent/ug/forms.shtml#special_consideration)

• The application pack contains a section which your practitioner must fill out. Keep this in mind, and plan a trip to your practitioner after you have obtained this form for them.

• Once you have completed your application, submit it to the Faculty of Science Office in person (Level 2 Carslaw building).
Important:

- If you are applying for Special Consideration, that usually means you have been sick or still are sick – and since the forms need to be submitted in person, you might want to ask a friend or family member to do this for you.
- Lodge your application within five working days of the assessment task for which consideration is sought. This is most important. The Faculty of Science will not accept late applications unless the illness itself is prolonged. “Within five working days” means no earlier than five working days before and no later than five working days after.
- Special Consideration exists to allow students who have suffered sickness or misadventure, flexibility in how they complete the course. It does not exist so that students may miss large amounts of course content, and we then ‘estimate’ your performance had you actually been able to attend. If you have a prolonged illness which is making you miss more than one assessment component and a large amount of course content, consider contacting DISABILITY SERVICES for advice; or rather than attempting to lodge a huge special consideration application, you might be better off applying to discontinue not fail (DNF).
- Special Consideration is not an option for students who wait until the final marks are made available (and just fail or go worse than they expected) to let us know there was a problem. If you are not sure whether a misadventure has affected you, it is wise to lodge a special consideration at the time just in case. Allowing you to find excuses for your poor performance after the fact is not what special consideration is for.
- If you suffer illness or misadventure while completing your assignment, apply for special consideration within five working days of the due date and ask for an extension. Do not submit an assignment while sick and expect to have marks added to it; instead, apply for an extension and complete your assignment while you are well. Also note that you will most likely be given an extension for the amount of time you are considered to have been affected. Since it takes time for paperwork to be processed, and/or you may have submitted your application after the due date, you may receive notice of a new due date after that date has passed. So ensure you submit your assignment as soon as you are able, or at least before you expect an extension will be granted for.
- Note that for the Group sections of the report (i.e. Method & Results), no Special Consideration applications will be accepted. This is because these sections consist of group work and it is highly unlikely that the entire group will be ill or unable to hand in the sections by the due date—please make sure that you communicate with your group to ensure that it is handed in on the due date during mid-semester break (your Method) and on the day of your tutorial in Week 9 (your Results). For the Individual sections of the report (i.e. Introduction & Discussion), 4pm on 13th June is the last day we will accept assignments on the original topics with or without extensions.

Also note that because the assignment is online submission only, technical problems are not considered grounds for special consideration. You are strongly advised to attempt to submit your assignment online, at the latest, the night before the due date. If something goes wrong, you can always come into University on the due date and we can assist you to submit. If you ignore this advice and suffer a technical problem or network congestion on the due date, then that incident is not covered under special consideration.

**FINAL EXAMINATION**

If you are ill close to the final examination, consider whether you will sit it. If you choose to sit it while ill, you can still apply for special consideration within 5 working days of the examination, and you may be offered a supplementary exam at a later date. If you choose not to sit the exam, then apply for special consideration within 5 working days and you may be offered a supplementary exam at a later date. We will give you information about the time and location of any supplementary exam via email. Please ensure that you are available to sit the supplementary exam (i.e. please factor this date into any travel plans).

**TEACHING & LEARNING COMMITTEE POLICY:**

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<th>Evaluation of teaching</th>
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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: the self, self-conscious emotions, stigma; anti-social behaviours and strategies for their reduction – aggression, racial discrimination, sex discrimination and age discrimination; Existential Psychology—philosophical underpinning, Terror Management Theory, Meaning Maintenance Model; Genes and the Psychosocial Environment—Interaction between genes and psychosocial variables, Genetic essentialism; Evolutionary social psychology; cross cultural and cultural psychology; social relationships, ostracism. Tutorials provide first-hand experience of research by involving students in a range of research projects, to be conducted by small groups, on the topics covered in the lectures.

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: Core Knowledge and Understanding of Social Psychology

During the lecture stream, students will be informed of the core knowledge pertaining to each of the Social Psychology topics outlined in the ‘Unit of Study General Description’, as well as recent trends and developments in these areas, in order to facilitate students’ understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in Social Psychology.

Specific Attributes & How they will be addressed in the course:

- Acquire an understanding of core topics in the discipline (Social Psychology):
  - How it will be assessed in the course: Research Report, Presentation; Final Exam (multiple choice and short-answers).

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

In the tutorial program, students will complete a group research experiment that will form the basis of their research report and their group presentation. During the course of conducting and writing up this experiment, students will apply and evaluate basic research methods in Social Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Specific Attributes & How they will be addressed in the course:

- Describe the basic characteristics of the science of psychology
  - How it will be assessed in the course: Not formally assessed in this course.
- Describe, apply and evaluate the different research methods used by psychologists
  - How it will be assessed in the course: Not formally assessed in this course.
- Demonstrate practical skills in laboratory-based and other psychological research
  - How it will be assessed in the course: Research Report.
- 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

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
During the tutorial program, students will be taught to respect and use critical and creative thinking, sceptical inquiry, and to apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes. Critical thinking skills in Social Psychology will be assessed in the Research Report; specifically, in the Introduction, where students will be required to evaluate their research question and critique the literature in the field to date; and in the Discussion, where students will be required to critique their experiment (i.e. discuss the strengths and weakness of the experiment and how it could be improved through future research).

Specific Attributes & How they will be addressed in the course:
- Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes
  - How it will be assessed in the course: Research Report.
- Question claims that arise from myth, stereotype, pseudoscience or untested assumptions
  - How it will be assessed in the course: Not formally assessed in this course.
- Recognise and defend against the major fallacies of human thinking
  - How it will be assessed in the course: Not formally assessed in this course.

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
In the tutorial program, students will be given a series of mini-lectures that detail: the value of empirical evidence; the importance of acting ethically and professionally in accordance with the ‘APA Code of Ethics’ when conducting research; and conducting research that addresses the complexity of sociocultural and international diversity.

Specific Attributes & How they will be addressed in the course:
- Evaluate psychologists’ behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society “Code of Ethics” and the complementary “Ethical Guidelines”, as well as the Australian “National Practice Standards for the Mental Health Workforce”
  - How it will be assessed in the course: Not formally assessed in this course.
- Use information in an ethical manner (e.g., acknowledge and respect work and intellectual property rights of others through appropriate citations in oral and written communication)
  - How it will be assessed in the course: Not formally assessed in this course.

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

In the tutorial program, students will be given a series of mini-lectures that aim to inform students about how to communicate effectively in different contexts, with an emphasis on written communication (i.e. research reports using APA formatting) and oral communications (i.e. a group presentation).

Specific Attributes & How they will be addressed in the course:

- Write a standard research report using American Psychological Association (APA) structure and formatting conventions
  - How it will be assessed in the course: Research Report.
- Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes
  - How it will be assessed in the course: Class Presentation.

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

During the lecture stream, students will be taught how to: apply knowledge of Social Psychology to society, and (where appropriate) to specific contexts, such as the workplace (e.g., affirmative action, ostracism and workplace bullying etc); and to apply Social Psychological knowledge of legislative frameworks (i.e. in the context of age, race, and sex discrimination legislation).

Specific Attributes & How they will be addressed in the course:

- Apply knowledge of legislative frameworks (including privacy, human rights)
  - How it will be assessed in the course: Final Exam (multiple choice and short-answers).
- Apply knowledge of consumer and carer participation in psychological care
  - How it will be assessed in the course: Not formally assessed in this course.
- Apply knowledge of psychology, society and the workplace/influencing systems
  - How it will be assessed in the course: Final Exam (multiple choice and short-answers).
- Describe major areas of applied psychology (e.g., clinical, organizational)
  - How it will be assessed in the course: Not formally assessed in this course.
- Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology
  - How it will be assessed in the course: Not formally assessed in this course.

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 15 minute talk.

Academic Dishonesty and Plagiarism

1. It is your responsibility to know what academic dishonesty and plagiarism are.

   Here is the link to the University's policy:

Note that:
i) The School of Psychology will penalise all submitted work that is plagiarised.
ii) Students should note that all assignments (including group projects) will be run through similarity detecting software. This software detects similarities between (a) your assignment and both print and online sources; and (b) assignments submitted by other students, from both current and previous years. If similarities are found, they will be investigated so as to determine the nature of the plagiarism. See Part 5 of the University's policy.

**Avoiding plagiarism – key points**

- Plagiarism is a serious offence and may result in failure in the course. Even where students are completing an exercise together (such as conducting an experiment together), each student must submit separate written work. Incorporation of any material from another student’s assignment is regarded as plagiarism.
- In writing essays or reports to meet coursework requirements, you should use your own words. In some contexts (e.g., theoretical research) it is appropriate to use an occasional quotation. This should be indicated in the conventional way by enclosing the passage within quotation marks and by providing a precise (page number) reference for the source of the quote. In many contexts, especially reports of empirical work, quotations are best avoided.

- “Using your own words” means that you should not borrow from the writing of others – whether from fellow students or published authors. For example, it is not acceptable to base an essay on text from various sources that you have then edited to some degree – even if you cite these sources. First of all, there is the ethical issue arising from the dishonesty of presenting as your own work something which is essentially the work of others. In addition, there are good educational reasons for avoiding this, even where you feel that someone else has expressed some idea far more clearly than you could. One reason is that you must learn to express yourself clearly in writing; like most other skills, this only comes with practice. Another, is the failure to understand information or ideas at all thoroughly if all you have done is reproduce (with some editing) what someone else has written about the topic.

- When you express in your own words what you have learned from various sources, you should cite each source. The standard convention for most written work in psychology is to list references at the end of your essay or report, rather than, for example, to use footnotes. To express some idea without giving a citation implies that it is your own idea. Therefore, if it is in fact an idea obtained from someone else, this needs to be acknowledged. Listing a set of sources implies that you have read them all. Therefore, you should list as references only those you have actually read. If you are depending on a secondary source, then make this clear, e.g., ... salivary conditioning (Pavlov, 1927; cited in Mazur, 1998).

- The points made here also apply to non-textual material. For example, graphs or tables of data included in a report should be your own work and not copied from others. Very occasionally you may need to ‘quote’ a figure from some other source; if you do so, you should make its origin quite clear.

- In general, avoid letting other students use your work for any kind of assessment. On the rare occasion where this may be appropriate, make sure that the other student acknowledges your contribution as the original author.

- In some cultures, students show their respect for a teacher by copying what the teacher has said or written. In Australian University education, copying a teacher (even if paraphrasing) is plagiarism if the source is not cited.

**Syllabus**

**Antisocial Behaviours**

Defining aggression and critically evaluating relevant theoretical frameworks underpinning this construct. Discussing the social application of aggression via the concept of violence; the impact of media portrayals of violence; the reduction and prevention of aggressions and violence.

Defining discrimination as the behavioural component of prejudice; identifying various forms of discrimination (age, sex, race); evaluating the effectiveness of state and Federal legislative Acts; and being introduced to various strategies and interventions to effectively reduce discrimination.

**Existential Psychology & Psychology of Religion**

Philosophical underpinning, Terror Management Theory, Meaning Maintenance Model; Understanding the role of religious beliefs and behaviours (i.e., its use, practices, and origins) in everyday life.

**Cross Cultural Psychology and Cultural Psychology**
An overview of how our psychological and behavioural tendencies are enmeshed and embodied in culture; exploring the uniqueness and universality of specific human thoughts, feelings, and behaviours across cultures.

*Evolutionary Social Psychology*
An overview of the field of evolutionary social psychology; the role of genetics and inheritance in shaping social behaviour.

*Genes and the Psychosocial Environment*
Interaction between genes and psychosocial variables, Genetic essentialism

*The Self*
Models of the self, cultural and gender differences in defining the self, self-knowledge, self-enhancement, self-verification, self-esteem, the consequences of having a stigmatised identity, self-conscious emotions.

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

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<td>Ilan Dar-Nimrod</td>
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<td>Interpersonal attraction: Self-disclosure &amp; Arousal</td>
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Lectures are held on Tuesday 10am and Wednesday 12pm in Bosch Lecture Theatre 4.

**RECOMMENDED TEXT**

There is no textbook for this course. At a third year level, we would prefer you to read 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. The lecturers will inform you if there are any required readings for the course—these will be placed in the library.