

PSYO 2080: SOCIAL PSYCHOLOGY

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January 6 – April 7, 2025

LSC 242

Monday & Wednesday, 14:35-15:55 p.m.

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Welcome to PSYO 2080: Social Psychology. Social Psychology is a very broad area of theory and research. Students find the topics fascinating because they are applicable to us, those we interact with, and the world in which we live. You will learn about some fundamental issues in social psychology and will think critically about social psychology so that, if your interest continues, you will be able to approach any topic within social psychology with a broad perspective and a critical eye.

Our classes will revolve around issues raised in the readings assigned. For our classes to be successful, you need to ***come to class prepared***, meaning that ***you should have read the material assigned*** for that class and thought about it, at least in a preliminary manner. During class we will focus on the key points of the readings; you should use this discussion to note what to

emphasize in each reading. After class, look over the readings in greater detail, using your class notes to fill in aspects that you might have missed on your first run through.

In the past, some students have found the class challenging, especially in the first few weeks. Some of the readings are difficult and the concepts we discuss are new and somewhat abstract/philosophical. The first unit is meant to provide some foundations by raising some broad conceptual issues. These issues are important because they ask us to think about what social psychology is trying to do (what is its mission), what social psychologists should be doing, how social psychology relates to other disciplines (e.g., sociology, psychology), whether social psychology is scientific (and what scientific means), and so on. There are some deep issues relating to the mission of social psychology and I believe it is important for students to be aware of these issues. As we proceed through the class, the significance of these basic issues should become more apparent.

Subsequent units of the class will be less philosophical. You will find some simpler material and will likely find some of the issues easier to understand. We will discuss research that might seem more applicable and interesting. We will consider questions that you might find more engaging.

That said, the class is challenging, and you need to do your part. You need to be engaged and work at this class and, hopefully, come out the other end somewhat transformed. It should be a workout for your mind. Your knowledge of the subject will increase, both in terms of basic content and conceptual issues that underlie content. Your ability to read and process a range of readings (different authors, different levels of writing, different topics) will increase. Your critical thinking skills, and your ability to understand, explain, and debate ideas will develop. Your writing should improve; it should become clearer, more precise, and persuasive.

So, keep up with the class, attend lectures, read, and think. Ask questions. Discuss the material with classmates and friends. Think some more. Read some more. See me if you want to discuss something further or if you don't understand an issue. Don't fall behind.

READING MATERIAL

Instead of using a lengthy and expensive textbook that surveys more topics than you will ever remember, I have selected a number of areas that I believe will interest you, introduce you to the breadth of the subject, engage you in both the conceptual and empirical issues, and stick with you beyond this class. I have identified some representative readings (mostly articles by leading thinkers and researchers) and will supplement these with in-class material.

I suggest you print the readings and put them in a binder, as this makes it easy to flip to a passage we might be discussing, highlight a sentence, or make a note next to a summary of an important idea. Trying to access articles saved on your laptop is time consuming and inefficient.

ATTENDANCE AND BEHAVIOUR

We will cover a lot of material this term, so it is important that you keep up with the readings and attend class. You should review readings before we cover them in class so you have some

familiarity with what we will be discussing. The tests, quizzes, and exam will reflect both the readings and class lectures.

This is a large class, and it is easy to be disengaged, distracted, or disruptive. I expect those who attend class to show respect to me and their fellow students by not carrying on conversations with their friends or otherwise disconnecting from the class. **I will ask students to leave if I deem their behaviour inappropriate for class.**

NOTES AND NOTE-TAKING

I encourage students to write notes in the old-fashioned long-hand form. From a cognitive perspective, writing notes helps you think about the information, select the important points, and organize the ideas in a way that makes sense; it is an active process of engaging with the material. In addition, writing your *own* notes helps you put the information into *your* mental system. Students today have fewer opportunities to take their own notes and learn this important skill. I hope you will use this class as an opportunity to become an effective note-taker.

In this class, I ask that you refrain from using **laptops (and similar devices)**, as they can be distracting to others in the class; instead, write notes. If you have to use a laptop, please make an appointment to see me so we can discuss how to accommodate this.

BRIGHTSPACE

Most of what you need for this course is available in class and in the readings; however, we also use a Brightspace site for a few of the readings and for discussion space.

Any information posted on Brightspace is part of the course content, and you are expected to be familiar with it. If something is available on Brightspace, I assume you have been informed.

CLASS SLIDES

I will upload the class slides to Brightspace but only **after** we have discussed each section of material in class. My purpose is twofold:

1. I want you to read the material and try to understand it without the summary slides/notes, and I want you to make notes and think about what you have understood as we discuss the readings in class;
2. I want you to **supplement the notes you have already made** while doing the readings and attending class with help from the summary slides/notes.

Before class, therefore, I expect you to have made an **independent effort** to look over the assigned readings and try to get some sense of what the author is attempting to do, what the main idea of the reading is, and so on. Discussion in class should further develop this understanding, and then the review following class will solidify this understanding. **The slides are meant to help with this final step in the process; they are not intended to be, and should not be used as, a replacement for attending class and/or reading the material.**

Note, too, that **you may not take photographs in class**. The slides you see in class contain copyright material and cannot be photographed. I will ask you to delete the image and leave class if I see you taking photographs in class.

ACADEMIC INTEGRITY

The University takes seriously issues of intellectual dishonesty. You are expected to be familiar with the sections of Dalhousie's Undergraduate Calendar dealing with Intellectual Honesty, Discipline, Academic Dishonesty, and Senate Discipline Committee. These sections fall under University Regulations and can be found in the Undergraduate Calendar (see <http://ug.cal.dal.ca/UREG.htm>).

The following website includes a great deal of useful information, so please review it:
http://www.dal.ca/dept/university_secretariat/academic-integrity.html

If I detect any case of plagiarism or cheating, I will report the incident to the Faculty of Science Academic Integrity Officer, as set out in the Academic Dishonesty section of the Calendar.

- **Plagiarism** is presenting the words, ideas, and/or work of others as your own; it need not be intentional. Give credit where credit is due, and do your own work.
- **Cheating** includes copying or too closely following another's work. Cheating also includes having someone else write part or all of your work for you.

If you have any questions regarding plagiarism or cheating, please speak to me **before** you write a test or submit work.

We will discuss academic integrity in class and there will be time for you to ask questions you may have. If you have any concerns regarding plagiarism, cheating, or related issues, please be sure to speak to me ahead of time.

AI

You are not permitted to use AI technology such as ChatGPT in this class. Use of such assistance will be treated in the same way as cheating, i.e., getting another person to write or otherwise produce part or all of the work you submit for assessment.

WRITING CENTRE

The Writing Centre is a free academic service for students. The Centre is located in the Killam Library (Ground Floor Learning Commons, G40C). You can visit the Centre for one-on-one video or in-person meetings with a writing tutor, participate in an online review, or attend one of their seminars.

Please note that for a first-time appointment, a one-to-one session is best, but subsequent appointments may be booked as online paper reviews. In an online review, a Writing Centre advisor will comment on and review a draft (without editing the document) and return it to the

student in 24-48 week-day hours. Appointments should therefore be booked two weekdays in advance.

The Writing Centre also offers a one-hour online drop-in each weekday. The drop-in is helpful when you have a quick question that may not require a full appointment. You can access the details and hours of operation and book an appointment at <http://dal.ca/writingcentre>.

To make an appointment, please fill the intake form on the website or call 902-494-1963. If you experience any difficulties booking, please write to writingc@dal.ca or call 902-494-1963.

If you access the Resource Guide at <http://dal.ca.libguides.com/writingcentre>, you will find an array of writing resources, annotated writing models for a number of disciplines, and links to even more information on writing.

READINGS

The following is a list of the readings for this class. Most are available electronically through the Dalhousie Libraries website (www.library.dal.ca). A few sources are available directly on the web. A few others will be available on Brightspace.

The articles can be read, printed, or downloaded as PDF files, which shows them in their original printed format. *You can read the articles electronically, save them to your computer, or print one copy for your personal use.*

Downloading electronic files for personal use in this class is permitted under the fair use provision of Canada's Copyright Act. The fair use provision, however, also requires that you delete the files from your computer when they are no longer being used (i.e., at the end of the course).

I. Definitions of Social Psychology, the Individual-Social Connection, and Conventional-Sociohistorical Perspectives

Allport, G. W. (1954). The historical background of modern Social Psychology (pp. 4-5). In G. Lindzey, (Ed.), *Handbook of Social Psychology* (pp. 3-56). Addison-Wesley. **[Available on Brightspace]**

Asch, S. E. (1952). *Social Psychology* (pp. 31-38). Prentice-Hall. **[Available on Brightspace]**

Gergen, K. J. (1973). Social psychology as history. *Journal of Personality and Social Psychology*, 26(2), 309-320. <https://doi.org/10.1037/h0034436>

Sampson, E. E. (1991). Social worlds, personal lives: An introduction to social psychology (pp. 3-24). Harcourt Brace Jovanovich. **[Available on Brightspace]**

II. The Self

Triandis, H. C. (1989). The self and social behavior in differing social contexts. *Psychological Review*, 96(3), 506-520. <https://doi.org/10.1037/0033-295X.96.3.506>

Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on Psychological Science*, 5(4), 420-430. <https://doi.org/10.1177/1745691610375557>

III. Cognitive Dissonance Theory

Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 58, 203-210. <https://doi.org/10.1037/h0041593>

Cooper, J. (2019). Cognitive dissonance: Where we've been and where we're going. *International Review of Social Psychology*, 32(1): 7-11. <https://doi.org/10.5334/irsp.277>

IV. Attribution Theory

Kelley, H. H. (1973). The processes of causal attribution. *American Psychologist*, 28, 107-128. <https://doi.org/10.1037/h0034225>

Ross, J. D., Amabile, T. M., & Steinmetz, J. L. (1977). Social roles, social control, and biases in social-perception processes. *Journal of Personality and Social Psychology*, 35(7), 485-494. <https://doi.org/10.1037/0022-3514.35.7.485>

V. Bystander Intervention

Darley, J. M., & Latané, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8(4), 377-383. <https://doi.org/10.1037/h0025589>

Latané, B., & Darley, J. M. (1968). Group inhibition of bystander intervention in emergencies. *Journal of Personality and Social Psychology*, 10(3), 215-221. <https://doi.org/10.1037/h0026570>

VI. Conformity, Obedience to Authority, Deindividuation, Dehumanization, and Rebellion

Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 193(5), 31-35. <https://doi.org/10.1038/scientificamerican1155-31>

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67(4), 371-378. <https://doi.org/10.1037/h0040525>

Zimbardo, P. G. (1974). On “obedience to authority” [Comment]. *American Psychologist*, 29(7), 566-567. <https://doi.org/10.1037/h0038158>

Baumrind, D. (1964). Some thoughts on ethics of research: After reading Milgram’s “Behavioral Study of Obedience”. *American Psychologist*, 19(6), 421-423. <https://doi.org/10.1037/h0040128>

Zimbardo, P. G., Banks, W. C., Haney, C., & Jaffe, D. (1973, April 8). The mind is a formidable jailer: A Pirandellian prison. *The New York Times Magazine*, pp. 38-60. <http://pdf.prisonexp.org/pirandellian.pdf> [Or go to prisonexp.org, then under ‘More’ on the top right select ‘Related links’ and you will find this article.]

Le Texier, T. (2019). Debunking the Stanford Prison Experiment. *American Psychologist*, 74(7), 823-839. <https://doi.org/10.1037/amp0000401>

Critical situations: A conversation with Philip Zimbardo (Parts 1 and 2). **Available from Dalhousie Libraries (Films on Demand).**

Brown, R. (1986). *Social psychology: The second edition* (pp. 10-15). The Free Press. [Available on Brightspace]

VII. Creating and Maintaining Groups, Intergroup Relations, and Conflict Resolution

Sherif, M., Harvey, O. J., White, B. J., Hood, W. R., & Sherif, C. W. (1954/1961). Intergroup conflict and cooperation: The Robbers Cave experiment (Ch. 8). [Available from <http://psychclassics.yorku.ca/Sherif/>]

Tajfel, H. (1970). Experiments in intergroup discrimination. *Scientific American*, 223(5), 96-102. <https://doi.org/10.1038/scientificamerican1170-96>

BBC Radio 4. (2011, February 27). *Mind changers: Henri Tajfel’s minimal groups* [Radio program]. [Available from <http://www.bbc.co.uk/programmes/b00yw6km>]

Clark, K. B., & Clark M. P. (1940). Racial identification and preference in Negro children. In T. M. Newcomb & E. L. Hartley (Eds.), *Readings in Social Psychology* (pp. 169-178). [Available on Brightspace]

Hraba, J., & Grant, G. (1970). Black is beautiful: A reexamination of racial preference and identification. *Journal of Personality and Social Psychology*, 16(3), 398-402. <https://doi.org/10.1037/h0030043>

Sinha, A. K. P., & Upadhyaya, O. P. (1960). Change and persistence in the stereotypes of university students towards different ethnic groups during the Sino-Indian border dispute. *Journal of Social Psychology*, 52, 31-39. <https://doi.org/10.1080/00224545.1960.9922058>

Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The Implicit Association Test. *Journal of Personality and Social Psychology*, 74, 1464-1480. <https://doi.org/10.1037/0022-3514.74.6.1464>

Gladwell, M. (2005). *Blink* (pp. 72-98). Little, Brown. [Available on Brightspace]

Aronson, E., & Bridgeman, D. (1979). Jigsaw groups and the desegregated classroom: In pursuit of common goals. *Personality and Social Psychology Bulletin*, 5(4), 438-446. <https://doi.org/10.1177/014616727900500405>

Grant, P. R., & Robertson, D. W. (2014). Predicting immigrants' attitudes toward multiculturalism using a measure of its perceived benefits. *Basic and Applied Social Psychology*, 36, 209-220. <https://doi.org/10.1080/01973533.2014.890622>

Biko, S. (1978). Black consciousness and the quest for a true humanity. *Ufahamu: A Journal of African Studies*, 8(3). Retrieved from: <http://www.escholarship.org/uc/item/01k1c0vf>

Paluck, E. L. (2009). Reducing intergroup prejudice and conflict using the media: A field experiment in Rwanda. *Journal of Personality and Social Psychology*, 96(3), 574-587. <https://doi.org/10.1037/a0011989>

MOVIES

There are two **movies that are part of the course**, too. You can watch these on your own or, if there is interest, I can schedule a time and room to show the movie.

Cry Freedom (1987): Available from Apple TV and Prime Video, both \$4.99.

Sometimes in April (2005): Available from Apple TV (\$4.99) and Crave (subscription).

Two other movies are also helpful for this class. They are not required material, but both are interesting and will add to your understanding of the material, particularly the Kitty Genovese case and the Stanford Prison Experiment. I am willing to arrange for showings for those interested.

The Witness (documentary)

The Stanford Prison Experiment (movie)

ASSESSMENT

Your term mark will contribute 60% to your final mark and your exam will contribute the remaining 40%.

The term mark will be made up of two in-class tests and two in-class reading quizzes. If you complete all four term assessments (two tests and two reading quizzes), your best three marks will count towards your term mark. The three marks that will make up the term mark will each contribute 20% (i.e., 3 x 20% = 60%).

NOTE: If you do not complete one or more term assessments, that work will earn a zero and that mark **will not be dropped** in the term mark calculation. The next-lowest mark will be dropped and will not count in the term calculation. This can make a huge difference in the term mark. To illustrate this, consider the following students, both of whom do not count the mark for Quiz 1 in their term mark:

	TESTS		QUIZZES		TERM		
	1	2	1	2	Marks	Total	%
A	14/20	17/20	12/20	16/20	14+17+16 =	47/60	78.3
B	14/20	missed	12/20	16/20	14+0+16 =	30/60	50.0

I reserve the right to scale final grades, up or down, if I deem this appropriate. I will not scale individual test or response marks.

TESTS: Each **test** (full class period) will have three sections:

Section A	Multiple choice (20 questions)	20 marks
Section B	Fill in the blanks, matching, crossword, or similar	20
Section C	Sentences	10
Section D	Short answers (answer 2 of 4; 5 marks each)	10
TOTAL		60 marks

READING QUIZZES: You will complete two reading quizzes (full class period). Each quiz focuses on two of the course readings (see below), which you will need to know well to complete the quiz.

There will be a few questions about the paper (e.g., key message, hypothesis, relevance) plus space for you to summarize/outline the paper.

The quiz will be marked based on your understanding of the papers and your ability to express that understanding clearly in written English.

Reading quiz 1 will focus on **the following readings:**

- Latané and Darley’s (1968) paper on bystander intervention in emergencies, **and**
- Festinger and Carlsmith’s (1959) paper on cognitive dissonance.

Reading quiz 2 will focus on **the following readings:**

- Le Texier’s (2019) critique of the Stanford Prison Experiment, **and**
- Tajfel’s (1970) minimal group studies (‘Experiments in intergroup discrimination’).

❖ Be sure to **read the papers assigned**; do not rely on web summaries, YouTube videos, or other ‘summaries’ (including AI/ChatGPT).

- ❖ It is a good idea to form study groups to discuss the course material but be sure that you **make your own notes**. Do not share notes or summaries in the group as this can lead to questions around originality that can result in academic integrity issues.

EXAM: The final exam will take place during the university exam period in April. The exam will cover **material from the whole term**.

The three-hour exam will have the following sections:

Section A	Sentences	10 marks
Section B	Fill in the blanks, matching, crossword, or similar	20
Section C	Short answers (answer 3 of 5; 10 marks each)	30
Section D	Movie Review (<i>Cry Freedom</i> or <i>Sometimes in April</i>)	10
Section E	Essay (answer 1 of 2)	10
TOTAL		80 marks

ILLNESS

Chances are that somewhere along our journey together someone will become ill and will miss class, miss a test or quiz, or miss the final exam.

- If you miss class, you will need to get notes from someone else in the class and wait for the class slides to be posted on Brightspace.
- If you are ill and are unable to write a test or reading quiz, you must let me know email **before the test/quiz start** that you are ill. For me to agree to a rewrite, you must provide sufficient information/documentation to explain why you were unable to write. I will decide whether to schedule a make-up or alter the weightings of the other work (tests/quizzes).
- If you are ill and are unable to write the final exam at the time scheduled, you must let me know by email **before the exam start** that you will be absent. For me to agree to a make-up exam, you must provide sufficient information/documentation to explain why you were unable to write. Ideally the supporting information/documentation is available before the exam, but if not, you must provide this within 24 hours of the scheduled start of the exam. If I do agree to a make-up, it will be scheduled at a time that is convenient for me, which could mean a significant delay (e.g., at the beginning of the next term).

GRADE CONVERSION

Your final percentage will be converted to a letter grade using the Dalhousie Common Grade Scale:

Letter	A+	A	A-	B+	B	B-	C+	C	C-	D	F
%	90-100	85-89.9	80-84.9	77-79.9	73-76.9	70-72.9	65-69.9	60-64.9	55-59.9	50-54.9	<50

BONUS POINTS FOR PARTICIPATION IN EXPERIMENTS

You can earn up to **three** bonus points by participating in research being run in the Psychology and Neuroscience Department. You need to follow the requirements exactly to ensure your participation is correctly logged in the system; I will only include bonus points forwarded to me from the administrator of the SONA system.

Go to the following site to learn more:

https://www.dal.ca/faculty/science/psychology_neuroscience/research/credit-point-information.html

ACCESSIBILITY

Students with permanent or temporary disabilities who would like to discuss classroom or exam accommodations should come to see me as soon as possible. You can meet me after class or e-mail me.

If you require exam accommodations, you should also contact Student Accessibility Services (telephone 494-2836), drop in at the Mark A. Hill Accessibility Centre, or visit the website at

https://www.dal.ca/campus_life/academic-support/accessibility.html

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Centre (AASC) **prior to or at the outset of** the regular academic year. Please see

https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/requesting-accommodation.html

A note taker may be required to assist a classmate. There is an honorarium of \$75/course/term. If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom untouched, so that students who require their usage will be able to participate in the class.

STUDENT CODE OF CONDUCT

Dalhousie University has a student code of conduct, and it is expected that students will adhere to the code during their participation in lectures and other activities associated with this course. In general:

“The University treats students as adults free to organize their own personal lives, behaviour and associations subject only to the law, and to University regulations that are necessary to protect

- the integrity and proper functioning of the academic and non-academic programs and activities of the University or its faculties, schools or departments;
- the peaceful and safe enjoyment of University facilities by other members of the University and the public;
- the freedom of members of the University to participate reasonably in the programs of the University and in activities on the University's premises;
- the property of the University or its members.”

The full text of the code can be found here:

http://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

SERVICES AVAILABLE TO STUDENTS

The following campus services are available to help students develop skills in library research, scientific writing, and effective study habits. The services are available to all Dalhousie students and, unless noted otherwise, are free.

UNIVERSITY POLICIES AND STATEMENTS

This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Information: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (Canada and Nova Scotia).

Information: https://www.dal.ca/campus_life/academic-support/accessibility.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Code: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness

Statement: <http://www.dal.ca/cultureofrespect.html>

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit or e-mail the Indigenous Student Centre (1321 Edward St) (elders@dal.ca).

Information: https://www.dal.ca/campus_life/communities/indigenous.html

Important Dates in the Academic Year (including add/drop dates)

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=117&chapterid=-1&topicgroupid=31821&loadusercredits=False>

University Grading Practices

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

STUDENT RESOURCES AND SUPPORTS

Advising

General Advising https://www.dal.ca/campus_life/academic-support/advising.html

Science Program Advisors: <https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html>

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

Black Students Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre: https://www.dal.ca/campus_life/international-centre/current-students.html

Academic supports

Library: <https://libraries.dal.ca/>

Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Studying for Success: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Copyright Office: <https://libraries.dal.ca/services/copyright-office.html>

Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/fair-dealing.html>

Other supports and services

Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html

Student Advocacy: <https://dsu.ca/dsas>

Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Safety

Biosafety: <https://www.dal.ca/dept/safety/programs-services/biosafety.html>

Chemical Safety: <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

Radiation Safety: <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

Scent-Free Program:

<https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Dalhousie COVID-19 information and updates:

<https://www.dal.ca/covid-19-information-and-updates.html>

Service	Support Provided	Location	Contact
General Academic Advising	Help with <ul style="list-style-type: none"> - understanding degree requirements and academic regulations - choosing your major - achieving your educational or career goals - dealing with academic or other difficulties 	Killam Library Ground floor Rm G28 <i>Bissett Centre for Academic Success</i>	In person: Killam Library Rm G28 By appointment: <ul style="list-style-type: none"> - e-mail: advising@dal.ca - Phone: (902) 494-3077 - Book online through MyDal
Dalhousie Libraries	Help to find books and articles for assignments Help with citing sources in the text of your paper and preparation of bibliography	Killam Library Ground floor Librarian offices	In person: Service Point (Ground floor) By appointment: Identify your subject librarian (URL below) and contact by email or phone to arrange a time: http://dal.beta.libguides.com/sb.php?subject_id=34328
Studying for Success (SFS)	Help to develop essential study skills through small group workshops or one-on-one coaching sessions Match to a tutor for help in course-specific content (for a reasonable fee)	Killam Library 3rd floor Coordinator Rm 3104 Study Coaches Rm 3103	To make an appointment: <ul style="list-style-type: none"> - Visit main office (Killam Library main floor, Rm G28) - Call (902) 494-3077 - email Coordinator at: sfs@dal.ca or <ul style="list-style-type: none"> - Simply drop in to see us during posted office hours All information can be found on our website: www.dal.ca/sfs
Writing Centre	Meet with coach/tutor to discuss writing assignments (e.g., lab report, research paper, thesis, poster) <ul style="list-style-type: none"> - Learn to integrate source material into your own work appropriately - Learn about disciplinary writing from a peer or staff member in your field 	Killam Library Ground floor Learning Commons & Rm G25	To make an appointment: <ul style="list-style-type: none"> - Visit the Centre (Rm G25) and book an appointment - Call (902) 494-1963 - email writingcentre@dal.ca - Book online through MyDal We are open six days a week See our website: writingcentre.dal.ca

DATE	TOPIC	READ (FIRST AUTHOR)	ASSESSMENT
Jan 6 8	I Introduction; Delimiting and Defining Social Psychology	Allport, Asch, Gergen	
13 15	II Conventional vs. Sociohistorical Self and Culture; Independent and Interdependent	Sampson Triandis, Markus	
20 22	III Cognitive Dissonance IV Attribution Theory	Festinger, Cooper Kelley	
27 29	Biases in Attribution	Ross	Reading Quiz 1
Feb 3 5	V Bystander Intervention VI Conformity, Obedience	Darley, Latané Asch, Milgram, Zimbardo, Baumrind	
10 11	Dehumanization Test 1 Preparation/Review	Zimbardo, Le Texier, Critical situations	
S T U D Y B R E A K			
24 26	VII Rebellion and Leadership Creating Conflict	Brown Sherif	Test 1 (I-V)
Mar 3 5	Minimal Groups Maintaining Conflict	Tajfel, BBC Clark, Hraba, Sinha	
10 12	Implicit Association	Greenwald, Gladwell	Reading Quiz 2
17 19	Resolving Conflict Case Study I: Canada	Aronson Grant	
24 26	Case Study II: South Africa Case Study III: Rwanda	Biko Paluck	
31 Apr 2	Exam Preparation/Review		Test 2 (VI-VII)
A P R I L 9 – 2 6		E X A M P E R I O D	