St. Jerome's University in the University of Waterloo
Department of Psychology
PSYCH 357
Psychology of Good
Fall 2020

Instructor Information

Instructors	Dr. Christopher Burris	Dr. John Rempel
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Online Office Hrs.	see under Quizzes below	see under Quizzes below

Updates: Check "announcements" on LEARN frequently for course-related info and news.

Connectivity: IMPORTANT!

Please let us know via email *as soon as possible*:
    a) how many time zones away you are, if you are not in the Eastern (North American) time zone;
    b) if you have had bandwidth or internet connection problems more than once a month;
    c) if there is restricted access to certain websites (e.g., news, YouTube) in your region.

This information will help us to ensure that your experience of the course will be as smooth as possible.

Course Description

What does it mean to "be good"? How does one "do good"? What makes "doing good" easier or harder? This course examines (1) the biological and psychosocial foundations of prosocial behaviour and (2) associated facilitators and obstacles at both interpersonal and organizational levels. Topics may include empathy, social responsibility, volunteerism, community intervention, activism, and heroism.

Course Goals and Learning Outcomes

This course is designed to guide you toward a psychological understanding of: (1) *what* good is (definitions); (2) *why* good is (origins); (3) *where* good is (contexts); (4) *when* good is (priorities and challenges); (5) *how* good is (mechanisms and facilitators); and (6) *who* is good (personality factors). The format will be lecture and reading-based, with an emphasis on research and case studies that often draw on the respective areas of expertise of the two course instructors. In collaboration with fellow students, you will be expected to present your own "good" case study in (online) poster form as well (see **Course Requirements and Assessment** below).

Required Readings and Course Schedule

All readings are *available throughout the term as UW Library e-reserves that can be accessed via the PSYCH 357 LEARN page*. The schedule is:

Week of	Topics	Reading by Author(s) – [Topic]	Task
Sep 07	Introduction *What* is 'good'? 1	Burris & Rempel (2012) – [Morality]	
Sep 14	*What* is 'good'? 2		
Sep 21	*Why* is 'good'? 1	Davis (2015) – [Empathy] Clark et al. (2015) – [Relational Context]	**"What" + 1 reading Quiz #1 (7%)** <mark>**[Tues, Sep 27, 7pm]**</mark>
Sep 28	*Why* is 'good'? 2		
Oct 05	*Where* is 'good'?	Nolan & Schultz (2015) – [Environment]	**"Why" + 2 readings Quiz #2 (11%)** <mark>**[Tues, Oct 06, 7pm]**</mark>
Oct 12	**Fall Reading Week (no class)**		
Oct 19	*When* is 'good'? 1	Tyler (2015) – [Justice] Pryor & Bos (2015) – [Stigma]	**"Where" + 1 reading Quiz #3 (7%)** <mark>**[Tues, Oct 20, 7pm]**</mark>
Oct 26	*When* is 'good'? 2		
Nov 02	*How* is 'good'? 1	Stukas et al. (2015) – [Volunteerism] Christie & Montiel (2015) – [Peacemaking]	**"When" + 2 readings Quiz #4 (11%)** <mark>**[Tues, Nov 03, 7pm]**</mark>
Nov 09	*How* is 'good'? 2		
Nov 16	*How* is 'good'? 3		**"How" + 2 readings Quiz #5 (24%)** <mark>**[Tues, Nov 17, 7pm]**</mark>
Nov 23	*Who* is 'good'?	Graziano et al. (2015) – [Personality]	
Nov 30	**Poster Week**		**"Who" + reading Quiz #6 (7%)** <mark>**[Tues, Dec 01, 7pm]**</mark> **poster presentation (33%)** <mark>**[date/time TBA]**</mark>

Course Requirements and Assessment

Quizzes. There are six online quizzes based on the six big questions about "good" that this course addresses (see schedule above). Each quiz is weighted based on the approximate amount of lecture and reading material that it covers and is likely to contain a mix of multiple choice, short answer, and medium-length essay questions. They are NOT designed to be open-notes/open-readings: Similar to in-class assessments, each test will be timed so you will need to make sure that you "know your stuff" before writing it. The time allotted and the number of questions on each quiz will vary depending on the amount of material covered in the section being tested.

As noted above, all assigned readings will be available to you from the beginning of the term. We will do our very best to post online lectures on Wednesday of each week (via Bongo on the course's LEARN page: Connect → virtual classroom). We will make ourselves available to answer questions online (also via Bongo), with dates/times to be determined. Quizzes are scheduled on Tuesdays at 7pm (Eastern [North American] Time Zone – see above). Quizzes are not cumulative, and there is no final exam.

For students with a documented disability: Please ensure that AccessAbility Services notifies us early in the term to verify any time accommodations that need to be made for the online test sessions.

For students outside the Eastern Time Zone: Please notify is early in the term if you are doing coursework outside the (North American) Eastern Time Zone for possible time accommodations related to online test sessions.

Marks will be posted on LEARN as soon as possible. In order to be fair to everyone, *each quiz mark received stands "as is"* – that is, it will not be dropped or re-weighted.

Case Study Poster. The goal of this group assignment is for you to identify, analyze, and present a real-world example of doing "good" based on the principles that we develop in the course. This assignment is worth 33% of your grade. Posters will be presented to us online during the last week of class (see above). Your fellow students will evaluate the posters as well and we will consider these evaluations when we grade this assignment.

1. *Working in groups of 3-4*, you are to choose a case study based on an organization that is engaged in the process of "doing good". This may be based on personal connections and interviews with local organization representatives and/or relevant materials discovered via online research.

2. The next step is for you to analyze the information that you have obtained. In particular, you should address six issues *as informed by class content*:
    (1) What is the desired "good" outcome that the group is trying to achieve, and why would you consider it to be "good"?
    (2) Why is this outcome a priority – i.e., given the wide range of options available, why did the founders/organizers choose *this* form of "doing good"?
    (3) What procedures are being utilized to achieve this outcome, and on what principles are these procedures based?
    (4) What challenges, obstacles, or dilemmas are being encountered, and how are they being dealt with?
    (5) Based on your analysis, evaluate how well the group is doing in achieving their desired outcome. Explain the basis (that is, the evidence) on which you are making this assessment.
    (6) Provide and justify one or two key recommendations concerning what can they do better.

3. Prepare a poster that addresses each of the 6 issues above in a clear, concise, and engaging manner. Creativity is welcomed, but your primary focus should be sound analysis and a thorough yet accessible visual presentation of it. One or more group members will be expected to meet with us online at a scheduled time during Poster Week to give a short verbal summary and answer questions. Additional details regarding logistics (e.g. forming groups, peer evaluations, etc.) and tips for success will be posted on LEARN well in advance of the due date. (***NOTE: The online presentation/Q&A worked well enough during the covid-shortened W20 term, and so we are confident that it is once again workable.***)

Extra Credit: Up to 4% extra credit is available via SONA research participation. We will post any information that the Research Experiences Group sends us to assist you. As active researchers ourselves, we would ask that you ***PLEASE TAKE ANY RESEARCH PARTICIPATION SERIOUSLY***. Careless completion of a study's materials is a waste of everyone's time and undercuts the research process.

UW Policy regarding Illness and Missed Tests: UW Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that: 1) A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the

information requested on the "University of Waterloo Verification of Illness" form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html. 2) If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor. 3) The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations. 4) Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

You are entitled to quiz rescheduling for *legitimate* medical, compassionate, or religious grounds. ***Whenever possible, please inform us PRIOR to the scheduled quiz to arrange an alternate writing time***. A make-up quiz should normally be scheduled on the first school day after your documentation expires. Make-up exams may differ in format from the original.

For guidance regarding illness self-declarations, please see: https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness

Other Important Information

Intellectual Property: We very much want this class to be a good experience for you, and we put a lot of time, thought, and effort into that. You (or someone who cares about you a lot) paid so you could benefit from the firsthand experience that this class provides. To be clear, we're sharing our work with YOU – so it's not fair to us to sell or give away our lectures, slides, etc. to other people. That's "unauthorized distribution of [our] intellectual property," and *it's not okay*. We hope that makes sense.

Academic Integrity: Please have some respect for yourself, your fellow students, and your instructors. Don't cheat.

"In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]"

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.