

**St. Jerome's University in the University of Waterloo**  
**Department of Psychology**  
**PSYCH 357**  
**Psychology of Good**  
**Winter 2019**  
**6:30pm-9:20pm Thursday, SJ2 1002**

**Instructor and T.A. Information**

<b>Instructors</b>	Dr. Christopher Burriss	Dr. John Rempel	<b>T.A.:</b> Oliver Twardus
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**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 primarily lecture and reading-based, with an emphasis on research and case studies. In collaboration with fellow students, you will be expected to present your own "good" case study in poster form as well (see **Course Requirements and Assessment** below).

**Required Readings and Course Schedule**

Readings are available as e-reserves through the UW Library or the LEARN coursepage. The schedule is:

<b>Date</b>	<b>Broad Topics &amp; Tasks</b>	<b>Reading by Author(s) – [Topic]</b>
Jan 9	Introduction to the course <i>What</i> is 'good'? 1	Burriss & Rempel (2012) – [Morality]
Jan 16	<i>What</i> is 'good'? 2 <i>Why</i> is 'good'? 1	Davis (2015) – [Empathy]
Jan 23	<i>Why</i> is 'good'? 2	Clark et al. (2015) – [Relational Context]
Jan 30	<i>Where</i> is 'good'?	Nolan & Schultz (2015) – [Environment]
Feb 6	<b>Test 1</b> (25%) <i>When</i> is 'good'? 1	Tyler (2015) – [Justice]
Feb 13	<i>When</i> is 'good'? 2	Pryor & Bos (2015) – [Stigma]
Feb 20	<b>Reading Week</b>	
Feb 27	<i>How</i> is 'good'? 1	Janoff-Bulman (2012) – [Conscience]

Mar 5	<i>How is 'good'?</i> 2	Stukas et al. (2015) – [Volunteerism]
Mar 12	<b>Test 2</b> (30%) <i>How is 'good'?</i> 3	Christie & Montiel (2015) – [Peacemaking]
Mar 19	<i>How is 'good'?</i> 4 <i>Who is 'good'?</i> 1	Tsang et al. (2015) [Religion]
Mar 26	<i>Who is 'good'?</i> 2 <b>Posters Due</b>	Graziano et al. (2015) – [Personality]
Apr 2	<b>Test 3</b> (15%) <b>Poster Session</b> (30%)	

## Course Requirements and Assessment

**Tests.** There are three multiple-choice tests (see schedule and weighting above). Bring pencils/erasers on test days. Be prepared to present identification (your WAT card) during tests. Test weights are based on how much material each covers, and they are not cumulative. All material covered in class and in the assigned readings is testable. Class will resume after a break following each test. Test marks will be posted on LEARN as soon as possible. In order to be fair to everyone, *the mark received for a test stands* – it will not be dropped or re-weighted. There is no final exam.

**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 class. This assignment is worth 30% of your grade. Posters will be presented on the last day of class. Your fellow students will evaluate the posters 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. You will have a space of approximately 1 by 2 meters for your poster. All submissions will be part of a poster session to be held during class time after Test 3 has been written. One or more group members will be expected to be present at the poster to give a short verbal summary and answer questions. Additional details regarding logistics (e.g., poster printing procedures, peer evaluations, etc.) and tips for success will be posted on LEARN well in advance of the due date.

**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](http://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](http://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.

Thus, you are entitled to test rescheduling for *legitimate* medical, compassionate, or religious grounds. ***Whenever possible, please inform us PRIOR to the scheduled test to arrange an alternate writing time.*** A make-up test should normally be scheduled on the first school day after your documentation expires, with the obvious provision of access to missed material (see Attendance Policy below). When arriving to write a make-up test, please have the appropriate documentation in hand to support a medical, compassionate, or religious claim. Make-up exams may differ in format from the original.

### **Attendance Policy**

Whether or not you choose to attend class is entirely up to you, but you are responsible for all material covered. Should you miss class, for whatever reason, it is your responsibility to find a classmate who would be willing to provide you with the notes you missed. If your absence is *legitimate*, we will be happy to answer questions about the missed material once you have consulted with a fellow student. To make the most of consultation time outside of class, come prepared with specific questions.

### **Electronic Device Policy**

In-class use of any electronic devices for non-class-related purposes is discouraged, as it distracts other students and interferes with your own ability to absorb the material.

### **Other Important Information**

**Academic Integrity:** 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/](http://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](http://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/](http://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](http://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](http://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](http://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](http://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/](http://www.uwaterloo.ca/accessability-services/).

## How to Do Your Best

0) Make the decision to do your best and commit to it! There is no substitute.

1) Come to class! Be alert, ask questions – either in class or later. Do more than mindlessly write down whatever appears on an overhead: *Think* about the material – try to come up with your own examples and illustrations by applying the material to people you know, media happenings, etc.

2) Do the readings! Ideally, read them at least once before the relevant week's lecture, and at least once after that lecture. *Think* about the material – write down questions, observations, possible examples, etc. as you read.

3) Look for connections! We will deal with a lot of specific phenomena, but there some big themes will keep recurring throughout the term. Look for them. Look also for connections between lecture and assigned readings. Think about what *this* idea or study might relate to *that* phenomenon, for example.

4) Test yourself! Don't assume that certain concepts are "easy" or "common sense." Can you explain an idea from class to someone in a way that that person will understand? Can you reproduce the structure of ideas I use to organize my lectures? Can you create a structure of ideas that accurately summarizes a reading's main points? Can you recognize sets of information in lectures or readings that might make good multiple-choice options, and can you explain how members of a set are similar or different?

Putting the above suggestions into practice is my best advice for doing your best work in this class. *I have also prepared the "MC Survival Guide" (downloadable through LEARN) that offers you specific tips for preparing for the tests.* Remember: I am happy to see you succeed, but YOU have to do the work!

**Final Words:** Good luck! We hope that this course is a worthwhile experience.