

**St. Jerome's University in the University of Waterloo**  
**Department of Psychology**  
**PSYCH 357: Psychology of Good**  
**T 6:30 P.M.-9:20 P.M., SJ2 1002**  
**Winter 2023**

**Instructor and T.A. Information** (check LEARN frequently for updates)

	<b>Instructors</b>		<b>TA</b>
	Dr. Christopher Burris	Dr. John Rempel	Connery Knox
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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 (personal characteristics). 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 the form of an academic poster presentation as well (see **Course Requirements and Assessment** below).

**Required Readings and Course Schedule**

*Readings are available as UW Library e-reserves via the "get course reserves" link on the PSYCH 357 LEARN page.*

<b>Date</b>	<b>Broad Topics &amp; Tasks</b>	<b>Reading by Author(s) – [Topic]</b>
Jan 10	Introduction to the course <i>What</i> is 'good'? 1	Burris & Rempel (2012) – [Morality]
Jan 17	<i>What</i> is 'good'? 2 <i>Why</i> is 'good'? 1	Davis (2015) – [Empathy]
Jan 24	<i>Why</i> is 'good'? 2	Clark et al. (2015) – [Relational Context]
Jan 31	<i>Where</i> is 'good'?	Nolan & Schultz (2015) – [Environment] <b>end T1</b>
Feb 07	<b>Test 1 (25%)</b> <i>When</i> is 'good'? 1	Tyler (2015) – [Justice]
Feb 14	<i>When</i> is 'good'? 2	Pryor & Bos (2015) – [Stigma]
Feb 21	<b>Reading Week</b>	
Feb 28	<i>How</i> is 'good'? 1	Stukas et al. (2015) – [Volunteerism]
Mar 07	<i>How</i> is 'good'? 2	<b>end T2</b>
Mar 14	<b>Test 2 (25%)</b> <i>How</i> is 'good'? 3	Christie & Montiel (2015) – [Peacemaking]

Mar 21	How is 'good'? 4 Who is 'good'? 1	
Mar 28	Who is 'good'? 2 Posters "Due"	Graziano et al. (2015) – [Personality] <i>end T3</i>
Apr 04	Test 3 (20%) Poster Session (30%)	

## Course Requirements and Assessment

**Tests.** All tests are multiple choice. Current guidelines allow for testing to be in-person and to make use of hard copies and response sheets, *so please bring your own pencils/erasers on test days*. Be prepared to present identification (your WAT card) during tests. Tests are weighted based on how much material they cover; they are not cumulative. All material covered in class and in the assigned readings is testable. Class will resume after a break following all tests. 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. We will assist you in forming groups. 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 mark this assignment.

1. *Working in groups of 4-5*, the first step is to pick an organization engaged in the process of “doing good” and to feature it in a case study based on interviews with organization representatives and/or relevant materials discovered via research (online or in-person).
2. The next step is to analyze the information that you have obtained. Specifically, address *these six questions*, informed by class content when appropriate:
  - (1) What is the *desired outcome* that the organization is trying to achieve, and on what basis would *you* consider it to be “good”?
  - (2) Why is this outcome a priority for the organization? Why did the *founders/organizers* choose *THIS* as the “good” that they would try to do?
  - (3) What *procedures* are being utilized to achieve this outcome? From the organization’s perspective, on what *principles* are these procedures based – why do they do things a certain way?
  - (4) What specific *challenges, obstacles, or dilemmas* are being encountered, and *what specifically is the organization doing to deal with them*?
  - (5) *How well the group is doing* in achieving their desired outcome? What is your *basis* (that is, your *evidence*) for making this assessment?
  - (6) What *one or two recommendations* would you offer concerning what the organization can do better? What are your *justifications* for the recommendation(s)?
3. Prepare a poster (no more than 1m high x 2m wide) that addresses (1)-(6) 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. The poster session will be held during class time after Test 3. At least one group member is 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.
4. **Some important words about group work:** Unfortunately, there have been a few moments of sad irony in our *Psychology of Good* class when a group’s poster contained plagiarized or improperly

cited material, or when individual group members failed to do their fair share of the poster project so others had to pick up after them. Those things are NOT okay. So, with that in mind:

- (a) **Realize that the poster project is group-oriented, required, and worth 30%** – so if you're not in a position to commit yourself to it this term, we suggest that you look for a different class that's a better fit for you right now.
- (b) **Every group member is expected to do their fair share.** To help ensure this, (once groups have been formed) we will ask groups to submit a list of poster-related tasks accompanied by which group members are responsible for which task(s). At the end of term, each student will rate themselves and each of their group members on the timeliness and quality of task completions. If the majority judges an individual's task completions to be poor, that individual may be subject to a post mark deduction of up to 25%, to be determined by the instructors.
- (c) **All members of a group are responsible for ensuring that** source material is credited properly, that quoted material is in quotation marks and cited, etc. – in other words, that **any appearance of plagiarism has been avoided.** Failure to do so risks significant mark deductions for all group members and – in extreme cases – formal academic misconduct proceedings. Please note that these are “nuclear” options: We really don't want to use them (but we will if we have to).

**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.

## Accommodations for Illness and Extenuating Circumstances

Please refer to (<https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances>) for up-to-date guidance for dealing with short-term absences, pandemic-related absences, and other absences (accompanied by an uploaded Verification of Illness form).

*Please note that you are expected to make use of available accommodations in good faith, and that any false claim is an academic offense subject to discipline under Policy 71.*

**If your absence means that you will miss a scheduled test**, it is your responsibility to notify us as early as possible BEFOREHAND unless circumstances absolutely prevent you from doing so. **A make-up test is normally scheduled on the first school day after your accommodation expires:** It is your responsibility to notify us in advance of that date and to offer a range of possible time slots so we can reschedule you. Unless compelling extenuating circumstances (ideally supported by documentation) are presented, failure to reschedule your test as above may be subject to a 10% deduction for every school day that your rewrite is delayed. Make-up tests may differ in content and format from the original.

Please remember that PSYCH 357 has been scheduled as a regular, in-person course, so we expect you to attend all in-class lectures unless prevented from doing so. Attendance is definitely in your best interest, because the overlap between lecture and reading is usually moderate at most. Moreover, our slides are minimalistic outlines containing keywords and occasional figures or tables that aren't designed to be standalone learning resources (and therefore will not be posted or otherwise distributed).

**If your absence means that you will miss one or more scheduled lectures**, your first step is to find a classmate willing to provide you with the notes you missed. It's a good idea to connect with your fellow students early in the term, because asking for assistance with missing notes face-to-face is likely to be more compelling than sending out an email via LEARN. If your absence is *legitimate*, we will be happy to answer questions about the missed material once you've secured any missed notes.

*Should a covid resurgence force the suspension of in-person classes, lectures and tests will move online.*

## Electronic Device Policy

Research suggests that in-class use of electronic devices for non-class-related purposes can hurt your performance as well as the performance of students around you. See:

<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>.

Consequently, such use is strongly discouraged.

## Other Important Information

**Intellectual Property:** We very much want this class to be a good experience for you, and we're putting 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 intellectual property," and *it's not okay*. We hope that makes sense.

**Academic Integrity:** Please respect 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/](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](#). 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](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

**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](#).

**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.

***We hope that this course offers you something valuable – Good luck with it!***

