

**Psychology 241: Social Psychology**  
**Fall, 2016**

Instructor: Dr. T. MacDonald  
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Office hours: Friday, 2:00 – 3:00 p.m., or by appointment  
Class meets: Wednesday, 1:00 p.m. – 2:30 p.m. in Ellis Auditorium  
Friday, 11:30 a.m. – 1:00 p.m. in Ellis Auditorium

**Teaching Assistants:**

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**Textbook:**

Myers, D. G., Spencer, S. J., & Jordan, C. H. (2015). *Social Psychology* (6th Canadian ed.). New York: McGraw-Hill.

\*\*Please note, this textbook has an “e-version” as well, which you can purchase instead of the hard copy. Either option is fine. Also, this book has a number of online resources associated with it. You are welcome and encouraged to take advantage of these resources but they are not formally part of the course content (i.e., they are optional). If you choose to buy an older edition of this textbook, please note that you are responsible for all of the information in the 2015 version.

**Description of Course**

The study of social psychology is a fascinating field, certainly one that readily applies to our lives. In this course, I will provide you with a general overview of research and theory in social psychology, based on classic and contemporary findings from the social psychological literature. This course is research-oriented. You will also learn about the scientific methods used by researchers in social psychology to conduct valid research.

**Course Policies**

Because of the size of the class, it will be largely lecture based. I do, however, encourage (and welcome!) class participation. If you have a question, please feel free to ask it! I also will incorporate class demonstrations and activities as time permits. The class is more fun when everyone gets involved.

Please be respectful toward your classmates. Try to show up to class on time. I will dismiss class at 2:20 on Wednesdays, and 11:20 on Fridays. Please do not start packing up and leaving before that, as it may be distracting to others.

## Schedule

**It is strongly recommended that you read the assigned chapter before each class--the lectures will be more meaningful if you are familiar with the material to be discussed.**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>Reading Assignment</u>
1	September 14 and 16	Introducing Social Psychology	Chapter 1
2	September 21 and 23	The Self in a Social World	Chapter 2
3	September 28 and 30	Social Beliefs and Judgments	Chapter 3
4	October 5 and 7	Behaviour and Attitudes	Chapter 4
5	October 12 and 14	Persuasion	Chapter 5
6	October 19 and 21	Conformity	Chapter 6
7	October 26 and 28	Group Influence	Chapter 7
8	November 2 and 4	Altruism: Helping Others	Chapter 8
9	November 9 and 11	Aggression: Hurting Others	Chapter 9
10	November 16 and 18	Attraction and Intimacy	Chapter 10
11	November 23 and 25	Sources of Prejudice	Chapter 11
12	November 30 and Dec. 2	Consequences of Prejudice	Chapter 12

## Grading System

1.	Thought Paper 1 (due October 26)	5%
2.	Examination 1 (to be held during class on October 12)	30%
3.	Examination 2 (to be held during class on November 9)	30%
4.	Thought Paper 2 (due December 2)	5%
5.	Final Examination (during final examination period, to be scheduled)	<u>30%</u>
		100%

## Description of Grading System

### Thought Papers

You will be assigned two papers that will give you the opportunity to apply what you have learned in the course. Please note that we will be enforcing a very strict word limit on these papers (500 words maximum). I will assign those papers three weeks before they are due. They will be turned in and handed back online.

### Examinations

There are three exams. The marking scheme for each is as follows:

Part A. Fifteen multiple choice questions, @ 1 marks = 15 marks.

Part B. Five short answer questions, @ 2 marks = 10 marks

Part C. One short essay question worth 5 marks = 5 marks

Notes: The exams, including the final examination, are non-cumulative (i.e., the content will focus on one third of the course material). If you are unable to write an examination, you will be required to show a medical certificate or other documentation. In such cases, the other two examinations will be worth 45% of your grade.

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale, as follows:

<b>Grade</b>	<b>Numerical Course Average</b>
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

### **Statement on Academic Integrity:**

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report at <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (<http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

### **Copyright of Course Materials:**

This material is copyrighted and is for the sole use of students registered in Psychology 241. This material shall not be distributed or disseminated to anyone other than students registered in Psychology 241. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

### **Disability Accommodations**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcds/ds/>

## Social Psychology Pre-Test

**Please read each statement and respond whether you think the statement is True (T) or False (F).**

1. \_\_\_\_\_ Smiling can make you feel happier.
2. \_\_\_\_\_ It's more adaptive to alter one's behaviour than to stay consistent from one social situation to the next.
3. \_\_\_\_\_ In general, people are not very skilled at knowing whether someone else is lying.
4. \_\_\_\_\_ The notion that we can create a "self-fulfilling prophecy" by getting others to behave in ways that we expect is a myth.
5. \_\_\_\_\_ On average, there is not a large difference in the self-esteem of members of low-status, stereotyped groups and members of high status, non-stereotyped groups.
6. \_\_\_\_\_ People tend to underestimate the extent to which others notice their appearance and behaviour.
7. \_\_\_\_\_ Researchers can tell if someone has a positive or negative attitude toward a target by measuring physiological arousal.
8. \_\_\_\_\_ The more you pay people to tell a lie, the more they will come to believe it.
9. \_\_\_\_\_ If one holds a stereotype about a group, exposure to a group member who does not confirm that stereotype typically has little effect on one's overall attitudes and beliefs about the group.
10. \_\_\_\_\_ Men rate a woman who is wearing a red blouse as prettier than the same woman wearing a blue blouse.
11. \_\_\_\_\_ The size of a group has little effect on the extent to which the group can influence a person.
12. \_\_\_\_\_ People cheer louder when they cheer as part of a group than when they cheer alone.
13. \_\_\_\_\_ If your close friend does something really embarrassing in a group situation, the rest of the group will judge you harshly as well.
14. \_\_\_\_\_ People working individually come up with a greater number of high-quality ideas than the same number of people working as a group.
15. \_\_\_\_\_ People's attitudes tend to become more moderate after group discussion.
16. \_\_\_\_\_ Looking at your own Facebook page can cause temporary increases in self-esteem, compared to looking in a mirror.
17. \_\_\_\_\_ Physically attractive individuals are usually seen as less intelligent than physically unattractive individuals.
18. \_\_\_\_\_ Relative to those in a neutral mood, individuals in a bad mood are more likely to help others.