

Psychology 241: Social Psychology Winter 2024

Office: see onQ

Office hours: see onQ

What are office hours?: <https://vimeo.com/270014784>

Lecture times and locations: see onQ

Teaching assistants: see onQ¹

Textbook:

Myers, D. G., Twenge, J. M., Jordan, C. H., & Smith, S. (2021). *Social Psychology (8th Canadian Edition)*. McGraw-Hill Ryerson.

Note, this textbook has an “e-version” as well, which you can purchase instead of the hard copy. See <https://www.mheducation.ca/social-psychology-9781260327014-can-group>. Either option is fine. Also, this book has online resources (e.g., homeworks, assignments, study aides) called “Connect” 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., “Connect” is not necessary).

If you choose to buy an older edition of this textbook, please note that you are responsible for all the information in the 2021 version (8th Canadian Edition). Older vs newer editions vary in content. Use an older edition at your own risk.

Course Description:

Social psychology is a fascinating field that applies to our everyday lives. In this course, I will provide you with a general overview of research and influential theories in social psychology, based on classic and contemporary findings from the literature. This course is research-oriented. You will also learn about the scientific methods used by researchers in social psychology to conduct valid research. Because of the size of the class, it is largely lecture-based. I do, however, encourage (and welcome!) class participation. If you have a question, please feel free to ask it! I will also incorporate class demonstrations and activities as time permits. A course on Social Psychology is more fun when everyone is more social.

Intended Student Learning Outcomes and Methods of Assessment:

Upon completion of this course, a successful student should:

1. Understand major studies and theories in social psychology, such as the self in the social world, persuasion and social influence, and group identity and conflicts (Midterm & Final).
2. Comprehend the methods used by social psychologists (Midterm & Final).
3. Evaluate historical and ongoing debates that have facilitated the growth of knowledge in the field (Paper 1).
4. Apply social psychological constructs to their daily lives (Paper 2).

¹ If you are wondering why so many course details say “see onQ”, it is because Queen’s has implemented a policy that sensitive course details should not be publicly released in order to reduce the risk of politically-motivated targeted attacks. However, for students enrolled in this course, all of this information can be found in the course onQ page.

Grading Scheme:

- Paper 1 10% Due Feb 2
- Paper 2 10% Due March 29
- Midterm 30% or 50% Feb 29
- Final 50% or 30% TBA

Grading Method:

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:

**Queen's Official Grade
Conversion Scale**

Grade	Numerical Course Average (Range)
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

Please note that there will be no "rounding up" of final grades (as in, a final percentage of 79.6 will receive a B+ and not an A-). The logic is as follows: to treat all students equally, whatever points I add to one student's grade I must also add to all students' grades. So, if I bump up a 79.6 to an A-, I effectively add .4 to that student's grade, which I must then add to all students' grades. After that, someone else will be on the cusp, and bumping them will put someone else on the cusp, etc, etc. Rinse and repeat and everyone has A+s. For these reasons, final grades receive no rounding up.

Assignment details:***Papers – 20% of course grade***

There will be two paper assignments for this course, each worth 10% of the course mark. Paper 1 will focus upon examining both sides of a controversy within social psychology while Paper 2 will focus upon connecting constructs within social psychology to everyday life. Assignments will be posted in onQ at least 3 weeks prior to their due date and will be submitted via onQ. Both papers are essential requirements for the course. Failure to complete a paper will result in a zero being assigned for the paper mark.

Late submission grace period for papers

There may be a time when you are unable to complete a paper by the due date for personal reasons. This course has been designed with accommodations and considerations for extenuating circumstances in

mind. This means that Short Term Requests for Academic Consideration up to 3 days (submitted through the Faculty of Arts and Science portal without documentation) are not needed for paper assignments and long term requests for academic consideration (for 4 days or more extension) submitted through the portal will be handled on a case-by-case basis.

For more information on how to request a paper deadline extension because of a QSAS-accommodated disability or because of a request for consideration due to extenuating circumstances (Considerations request), please see the Assessment Extension and Deferral Guide on the course onQ website.

All students automatically receive a 72 hour grace period for papers, such that extensions for extending the due date for papers for up to 72 hours are permitted. **If you wish to take the 72 hour grace period, just take it; there is no need to inform me.** All papers received prior to the 72 hour grace period will receive no late penalties. Papers submitted after the grace period due date (or after the negotiated due date with psyc.accom@queensu.ca) will receive late penalties of 2.5 points per day late.

Exams – 80% of course mark

There will be two exams: the midterm exam and the final exam. These exams will be a mixture of multiple choice, short answer, and essay questions. The midterm will include material covered in the first half of the term while the final will concentrate on material covered in the second half. The emphasis of exam questions will be on material covered in lecture but some questions will be drawn exclusively from the readings or in-class videos. The exams will be weighted such that your best exam mark will count for 50% of the total course mark and your lowest exam mark will count for 30% of the total course mark. It is expected that students will write both exams. Both exams are essential requirements for the course. Failure to complete an exam will result in a zero being assigned for the exam mark.

Deferred exam policy

Students receiving permission to write a deferred midterm or final exam will be expected to write their exam during the Faculty of Arts and Science or Psychology Department's deferred exam period. **Requests for individualized deferred exam dates will not be accommodated.** The deferred exam is considered an official exam to which all the exam regulations apply. Note that deferred exams may contain different questions than the originally administered exam and therefore may differ in difficulty.

For more information on how to request an exam deferral because of a QSAS-accommodated disability or because of a request for consideration due to extenuating circumstances (Considerations request), please see the Assessment Extension and Deferral Guide on the course onQ website.

Regrading policy for papers and exams

Sometimes, the TAs and I, but usually me, make mistakes in grading. If we made a clerical error in grading your assignment (e.g., we added up your paper score incorrectly), please reach out to me and I'll be happy to correct it.

Aside from those circumstances, all grades assigned by TAs and myself are final. Papers will not be regraded. The TAs and I are happy to discuss graded assignments and provide additional feedback to students in office hours as long as those meetings take the form of discussions about how to improve on future assignments and do not take the form of debates about why more points should have been awarded on a particular assignment.

If you wish to get more feedback on your assessment, please contact the TA who graded it to set up a meeting. I (Dave Hauser) am often unable to provide useful feedback about the particular nuances of your paper because I am not the one who graded it. TAs are able to provide far better feedback in these circumstances.

Location and Timing of Exams

The midterm will occur in class on February 29. Once the exam schedule has been finalized, the final exam date will be posted on your SOLUS account. The exam dates for each Term are listed on the Faculty of Arts and Science webpage under [Important Dates](#). Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; they are posted on the Friday before Reading Week for the Winter Term and for the summer term, they are individually noted on the Arts and Science Online syllabi. **Students must delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.** For information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the [Faculty of Arts and Science's Academic Consideration webpage](#).

Where to go with Questions:

If you have a question about a paper extension or an exam deferral, see the Assessment Extension and Deferral Guide on the course onQ page. It provides exact details on how to handle those situations.

If you have a question about the course, please take the following actions:

1. Check the syllabus (yes, this one). It's most likely answered here.
2. Check the course onQ announcements to see if it's answered there.
3. Check the course onQ Questions Discussion Forum to see if it's already been asked and answered there.
 - a. If it has not been, please post your question there and I will respond as soon as I can.
 - b. If your question is personal and you'd rather not post it on the discussion board, please see me after class or in office hours and I would be happy to answer it then.

Finally, you can email me your question if the above actions do not work for you. However, note that email is an asynchronous medium. My inbox is often flooded. I will try my best to respond to you as soon as possible, but please do not be offended my response is delayed or your email falls through the cracks.

Diversity and Inclusion

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scientists, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. I would like to discuss issues of diversity in JDM as part of the course from time to time. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that you prefer, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns).

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)

As a participant in course discussions, you should also strive to honour the diversity of your classmates.

Extra credit via the Psychology Participant Pool

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 3%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the [Departmental Participant Pool website](#).

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

How to sign up for studies

We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool in the 3rd week of classes. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information during the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the Add/Drop period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

If you are in multiple 2nd year Psyc courses that use the participant pool, you must assign your credits to a particular course. For example, if you are in PSYC 241 you can have 3 credits assigned to it. If you have 4 credits assigned to that course, the extra credit won't count unless it's applied to another course. If you have credits assigned to the incorrect courses, please contact participant.pool@queensu.ca. The final day you can request credit reassignment is the final day of class. Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

What if I don't want to participate?

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

What if I can't make a research appointment?

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show" notation. An "excused no-show" is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach 2 *unexcused* no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

Who should I contact for help?

Note that your course instructor (i.e., me, Dave Hauser) is not involved in the administration of studies and alternative assignments. **If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits, prescreening) should be directed to the participant pool coordinator at participant.pool@queensu.ca.**

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the

registration process with QSAS by clicking *Access Ventus* button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

Academic Consideration for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short term Physical or Mental Illness or Injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- Traumatic Event/Confidential (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- Requirements by Law or Public Health Authorities (court dates, jury duty, requirements to isolate, etc.)
- Significant Event (varsity athletic event, distinguished event, serving in the Reserve Forces, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the Psychology Accommodation coordinator. Please use the following contact information:

Psychology Accommodations Coordinator Name: Tara Karasewich
Coordinator email address: psyc.accom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact psyc.accom@queensu.ca as soon as possible once a consideration request has been made. Any delay in contact may limit the Consideration options available.

Please follow up with psyc.accom@queensu.ca via email within 1 day of making your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

For more information on how to make an Academic Consideration request, please see the Assessment Extension and Deferral Guide on the course onQ website.

Queen's Policy Statement on Academic Integrity:

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities 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.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from

academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Generative Artificial Intelligence Tools (e.g., ChatGPT):

Students must submit their own work and cite the work that is not theirs. Students are permitted to utilize generative AI writing tools such as ChatGPT as long as students cite the material that they generate. Note that students are also responsible for the accuracy (or inaccuracy) of the material that ChatGPT generates. Any other use constitutes a Departure from Academic Integrity.

Turnitin:

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence [\(AI\)-generated text](#). These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's [Privacy Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes.

For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Copyright of Course Materials:

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Changes to the syllabus:

In extreme circumstances, the syllabus and/or course schedule may be modified at my discretion. I will announce all changes via onQ.

Course 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.

Dates	Topics	Readings	Assessments
Jan 8	Introduction & research methods	Ch 1	
Jan 11	The self in the social world	Ch 2	
Jan 15	The self in the social world		
Jan 18	Social beliefs and judgments	Ch 3	
Jan 22	Social beliefs and judgments		
Jan 25	Behaviors and attitudes	Ch 4	
Jan 29	Behaviors and attitudes		
Feb 1	Persuasion	Ch 5	Paper 1 Feb 2
Feb 5	Conformity	Ch 6	
Feb 8	<i>SPSP (no class)</i>		
Feb 12	Conformity		
Feb 15	Group influence	Ch 7	
Feb 19	<i>READING WEEK (no class)</i>		
Feb 22	<i>READING WEEK (no class)</i>		
Feb 26	<i>Midterm Exam Review (optional)</i>		
Feb 29	Midterm Exam		MIDTERM
Mar 4	Altruism: helping others	Ch 8	
Mar 7	Altruism: helping others		
Mar 11	Aggression: hurting others	Ch 9	
Mar 14	Aggression: hurting others		
Mar 18	Attraction and intimacy	Ch 10	
Mar 21	Attraction and intimacy		
Mar 25	Sources of prejudice	Ch 11	
Mar 28	Sources of prejudice		Paper 2 Mar 29
Apr 1	Consequences of prejudice	Ch 12	
Apr 4	Consequences of prejudice		
Apr 8	<i>Buffer day - no class planned</i>		