PSYC 340 Selected Topics in Social Psychology: Aggression

Territorial Acknowledgement: Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present here today.

Contacting me: Email is my preferred method of contact. Please enter "PSYC 340" in subject line. Please note that I respond to emails within approximately 48 hours (although usually the same day), Monday to Friday, generally between 9 and 5pm.

Teaching assistants: TBA

Course times & location: Winter 2024, Jan 8-Apr 8
Time & Location: see onQ
Modality: in-person
Number of credits: 3.0
Pre-requisites: PSYC 241/3.0

Course materials: Krahé, B. (2020). The Social Psychology of Aggression: 3rd Edition (3rd ed.). Routledge. https://doi.org/10.4324/9780429466496 **.** *Available from the Queen's Campus Bookstore.*

Calendar description: Upper year courses related to the discipline of Social Psychology.

W24 Offering description: In this course we will examine the social psychological theories of aggression. We will discuss different forms of aggression, contextual factors, and interactionist perspectives. Aggression will be examined at the individual and group level, in the context of both current and historical events. Topics will include intergroup conflict, bullying, media violence, as well as strategies for reducing and preventing aggressive behaviour.

Learning outcomes: Upon completion of this course the student will be able to:

1. Understand and describe social psychological theories of aggression, and how they differ in their explanatory power and level of analysis
2. Analyze real-world aggressive interaction in terms of course theories and perspectives
3. Identify key situational triggers and other factors that moderate the risk of aggression
4. Apply the principles of reducing and/or preventing aggressive interactions, according to evidence-based interventions
5. Reflect upon and examine their own experiences with aggression in the context of social psychological approaches

Course timeline: The following schedule reflects the order of topics. Lecture topics may be covered before/after the scheduled date depending upon factors such as topic progression. The instructor reserves the right to modify the contents of this syllabus as necessary. Any changes made to the course calendar will be communicated to students in a timely manner. All dates and times in this syllabus are EDT/EST.

Week	Date	Topic	Chapter	Assessments
1	Jan 9 Jan 11	Introduction Methods	1	
2	Jan 16 Jan 18	Grand Theories	2	
3	Jan 23 Jan 25	Development	3	**ASSN 1 DUE**
4	Jan 30 Feb 1	Personality & Sex/Gender	4	
5	Feb 6 Feb 8	Situational Factors	5	**TEST 1**
6	Feb 13 Feb 15	Media Violence	6	
7	Feb 20-22	**Winter Break**		
8	Feb 27 Feb 29	Everyday Aggression	7	
9	Mar 5 Mar 7	Familial Aggression	8	
10	Mar 12 Mar 14	Sexual Aggression	9	**TEST 2**
11	Mar 19 Mar 21	Intergroup Conflict	10	
12	Mar 26 Mar 28	Terrorism	11	
13	April 2 April 4	Prevention	12	**ASSN 2 DUE**

Important University Dates

Date	Event
Jan 8	Classes start
Jan 19	Last day to add courses
Jan 19	Last day to drop courses without financial penalty
Mar 1	Last date to drop Winter Term classes without permission of the Faculty Office
Mar 29	University closed: No class
April 8	Classes end
April 11-25	Final Exam period
May 16-19	Winter Term Deferred Assessments Period

Grading Scheme & Method:

Evaluation	Date	Weight
Test 1	Feb 6	20
Test 2	Mar 12	20
Assignment 1	Jan 25	10
Assignment 2	April 2	15
Final Exam	TBA: During Final Exam Period (April 11-25)	35

Assessment of Learning Outcomes: Your grade in this course will be calculated based on your performance on the assessments as documented in this syllabus. There are no other opportunities for credit other than those documented in this syllabus. Grades on assessments are allocated based upon demonstrated mastery of the materials and skills as evaluated by the instructor and/or TAs. Students must complete one of two written assignments, the final exam, and one of the two tests to pass the course.

Grading: 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:

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

Tests: Tests 1 and 2 will be held in-class (Feb 6, Mar 12) during regularly scheduled class time. The tests will cover all course content, including but not limited to lecture material, class discussions, and assigned readings. Tests 1 and 2 are non-cumulative. The final exam is cumulative. You may only have your student card and writing implements visible during the test. Phones, dictionaries, pencil cases, etc. are strictly prohibited during the test. Please ensure your cell phone is turned off. Students will not be permitted to enter the after another student has completed the test and exited the room. Students who arrive late to an exam will not be provided with additional time.

Students who miss one of the two term tests and have been excused by an approved academic consideration or accommodation may be permitted to write a deferred test (tentative schedule: Deferred test 1 = Feb 17th, deferred test 2 = Mar 23). Deferred tests will not be permitted after the results of the originally scheduled test have been released.

Assignments: It is essential that written submissions (e.g., assignments 1, 2) are composed with university-level writing, including spelling and grammar. Quality of writing, including spelling and grammar, is graded according to the assignment rubrics. Written assignments are designed so that there is sufficient time for students to review and correct their writing prior to the published deadlines. Please take advantage of the following resources to ensure your submission satisfies this essential requirement:

Academic English Skills: https://sass.queensu.ca/resources/academic-english-skills
Asynchronous Feedback Service: eal.sass@queensu.ca
Peer Writing Assistants: https://sass.queensu.ca/appointments
Professional Writing Consultants: https://sass.queensu.ca/appointments

Assignment submission & Late assignments: Assignments are submitted through the course onQ. Emailed assignments are not accepted and will not be graded. Students may access MS word via Microsoft 365: https://www.queensu.ca/its/software/available-software/microsoft-365-apps-enterprise/tutorials/office-windows

Unreadable/incorrect/corrupt/empty/incomplete files or files that are not in the required format will not be graded, and extensions will not be granted in this circumstance beyond the 72-hour grace period. Students are not permitted to revise their submissions in any manner once the deadline is passed. It is the student's responsibility to ensure that their document is (1) readable and (2) in the correct format.

In the interest of Universal Design for Learning, students are allotted a 72-hour grace-period for submission of all assignments (with the exception of tests and the final exam). Submissions

after the grace period has expired will not be eligible for credit. You do not need to email your professor or TA to use the grace period for submission, it is automatically applied to all submissions.

Please note, the grading rubrics in this course have been created to help guide you toward success on this assignment, highlighting key criteria essential to your success; however, the marking rubric is not an exhaustive list of success criteria. While the teaching team will be providing marks on this assignment using the criteria outlined in the marking rubric, the teaching team reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should circumstances warrant. Please review the marking rubric in detail and connect with the teaching team if you have any questions.

Policy for Review of Graded Work: Requests for assignment regrading may be made between 48 hours and 7 days after you have received the marked copy of your assignment. Be sure to read your feedback carefully before you submit a request for review of graded work. To request that your assignment be reviewed, please include the following in your email:

- Your name and student number.
- The original copy of your marked assignment, attached.
- Your reason for the request:
    - The **specific** aspects of your assignment that you believe were not sufficiently awarded, referring to the categories of the rubric.
    - Why you believe that your assignment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above. Please make explicit reference to the detailed descriptions of each category provided in the rubric.

If a review of graded work results in a different final grade, the new grade will stand regardless of whether it is higher or lower than the original grade.

Timing of Final Examinations: The final exam is cumulative and will cover all course materials, including lectures, class discussions, and assigned readings**.** The exam dates for each Term are listed on the Faculty of Arts and Science webpage under "Important Dates." Students should 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. See https://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies for departmental policies regarding missed final exams. In the case that students defer their final exam, such as in the case of an approved request for academic consideration, deferred final exams will be scheduled by the Exam's Office and scheduled during the next deferred exam period. Requests for individualized final exam scheduling is not available in this course.

Suggested Time Commitment: In this course, you should expect to invest on average 10-11 hours per week. This will include the time you spend in class, studying course material, and completing homework or preparing for your larger assignments and exams. Please visit the onQ resource "Hours of Effort" for an estimated break-down of time commitment. You are also encouraged to use a term at a glance and a weekly study schedule (visit SASS) that distributes the hours per week and avoid 'cramming.' This way you will be more likely to complete the course successfully and remember what you learned longer.

onQ: Throughout the term, I will routinely post course news in the Announcements section of the course homepage. I encourage you to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities. If you have general questions about anything in the course and that your question may benefit other students, you are invited to post your question in the Course Questions discussion forum. Feel free to help answer your peers' questions on this forum. The teaching team will monitor this discussion forum and answer questions. Most questions are answered within 48 hours. Any other questions that you would prefer to share privately, please contact your TA or instructor.

Queen's Email: The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Course Feedback: At various points during the course, I may ask you to take part in a variety of feedback activities, such as surveys, questionnaires, and exit tickets. This feedback enables my teaching team and me to make any adjustments necessary to improve your learning environment. Additional feedback will be sought throughout the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Web Browsers: onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ. For technology support ranging from setting up your device, issues with onQ or to installing software, contact ITS Support Centre https://www.queensu.ca/its/itsc

Students are encouraged to work with the most recent versions of software, including web browsers, Java, Flash, and Adobe Reader.

Accommodations for Disabilities: Queen's University is committed to achieving full accessibility for people 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 their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website.

Academic accommodations through QSAS are not automatically applied to assignments. Students who wish to request that their documented accommodations are applied must email OR who have questions about their accommodations should contact psyaccom@queensu.ca

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 health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, 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. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. Please contact psyc.accom@queensu.ca if you have any questions.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Coordinator Name: Tara Karasewich
Coordinator email address: psyc.accom@queensu.ca

Your professor requests email/phone communication within 2 days of receiving verification of your Consideration request. Students are encouraged to submit requests as soon as the need becomes apparent and to contact their professor as soon as possible once consideration has been granted. Any delay in contact may limit the Consideration options available.
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.

Generative Artificial Intelligence (AI) Tools: Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity.

Academic Integrity: Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage. 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 on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, 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. Issues of academic integrity that are particularly relevant to this course are as follows (adapted from https://www.queensu.ca/artsci/students-at-queens/academic-integrity):

1. **Plagiarism:** Presenting another's ideas or phrasings as one's own without proper acknowledgement. For example: Copying and pasting from the internet, a printed source, or other resource without proper acknowledgement, copying from another student, using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement, or submitting the same piece of work in more than one course without the permission of the instructor(s).
2. **Use of unauthorized materials**, such as possessing or using unauthorized study materials or aids during a test copying from another's test paper, using unauthorized calculator or other aids during a test, unauthorized removal of materials from the library, or deliberate concealment of library materials.
3. **Facilitation:** Enabling another's breach of academic integrity, such as by making information available to another student, knowingly allowing one's essay or assignment to be copied by someone else, buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.
4. **Falsification:** Misrepresentation of oneself, one's work, or one's relation to the University, such as by altering transcripts or other official documents relating to student records, impersonating someone in an examination or test, submitting a take-home examination written, in whole or in part, by someone else, or fabricating or falsifying laboratory or research data.

Copyright of Course Materials: Unless otherwise stated, all course materials are copyrighted and are for the sole use of students registered in PSYC 340. The materials may be downloaded for a registered student's personal use but shall not be distributed or disseminated to anyone other than students registered in this course. Course materials created by the course instructor,

including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. 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 (including note sharing sites), posting, sale or other means of dissemination without the instructor's *express written 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.

Turnitin Statement: This course uses 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 to detect plagiarism. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to select the authenticity of work as a part of a larger process. Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, 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.

Equity, Diversity and Inclusivity Statement: Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples.

Expectations: Students in this course are expected to attend class (in both body *and* mind), be prepared to learn, participate, and contribute productively to the course environment. Students can help prepare themselves by reading the assigned material before class (recommended) and keeping up to date on materials e.g., via onQ. Students must take personal responsibility for their learning and actions, such as by taking the initiative to try to find the answers to their questions, clarify concepts, and complete required assignments to the best of their ability. In

turn, students can expect that I will provide a welcome and stimulating class environment. I value equity, fairness, and transparency in all aspects of the course. I encourage student questions, discussions, and engagement, whether in-person or online. I will act as a guide to the course content, provide supplementary information, and highlight important concepts. I have high expectations for students and will do my utmost to help each student excel. Throughout this course, there will be opportunities for you to interact with your instructor, TA, and your peers. The professor, TA, and students in this course are expected to "act in good faith," which means fair and honest dealings, interactions, and communications. You are expected to behave with integrity at all times, both in face-to-face interactions and when engaging with each other online. See the discussion guidelines which I expect each of us to adhere to when interacting with one another, whether in person or online.

Discussion Guidelines: University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.