

The Psychology of Social Influence (PSYC 342)
Fall 2025

Pre-requisites: [PSYC 100/6.0](#)

Number of Credits: 3.00

Learning Hours: 120 (36 Lecture, 84 Private Study)

Modality: On Campus

Classroom Accessibility: see <https://www.queensu.ca/classrooms/classrooms/kingston-hall#KING-101>

Instructor: Dr. Leandre R. Fabrigar

E-mail: fabrigar@queensu.ca

Phone: 613-533-6492

Office Hour: Wednesday (11:30 AM - 12:30 PM or by Appointment) (Craine – Room 319)

Required Text:

Cialdini, R. B. (2009). *Influence: Science and Practice* (Fifth Edition). Boston, MA: Allyn and Bacon.
(available Amazon, price variable).

Required Course Software (Top Hat):

We will be using Top Hat (www.tophat.com) for class participation (price variable). You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (<https://bit.ly/31TGMIw>).

If you already have a Top Hat account, go to [app.tophat.com/e/981085] to be taken directly to our course. If you are new to Top Hat, follow the link in the email invitation you received or...

Go to <https://app.tophat.com/register/student>

Click "Search by school" and input the name of our school

Search for our course with the following join code: [981085]

If a paid subscription is required, it will be listed at checkout when you enroll in our Top Hat Pro course.

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

Course Description:

This lecture course is designed to provide students with an introduction to research on social influence. Particular attention will be given to reviewing theory and empirical research on conformity, compliance, and obedience. The first 9 weeks of the course will focus on covering basic research in these areas. The final 3 weeks will concentrate on applying findings from the social influence literature to understanding influence processes in three social contexts (i.e., political contexts, “brainwashing” contexts, and military psychological operations contexts).

Course Learning Outcomes:

- 1) Understand major theoretical perspectives in conformity, compliance, and obedience research.
- 2) Knowledge of and understanding of key findings in empirical research on conformity, compliance, and obedience.
- 3) Apply major theoretical perspectives and findings to understanding and solving practical problems.

Course Outline

Dates	Topic	Readings
Week 1 (Sept. 3, 5)	Introduction To Social Influence/Conformity Types of Social Influence Nondeliberative/Deliberative Processes Social Norms Classic Conformity Studies	Ch. 1
Week 2 (Sept. 10, 12)	Conformity Sources of Influence in Conformity Types of Conformity Factors Regulating Conformity Behavioural Mimicry	
Week 3 (Sept. 17, 19)	Compliance Introduction to Compliance Social Relationship Based Compliance - Liking - Reciprocity	Ch. 2, 5
Week 4 (Sept. 24, 26)	Compliance Self-Concept/Belief Based Compliance - Reciprocity - Consistency Homework 1 Due (11:59 PM on September 28)	Ch. 3
Week 5 (Oct. 1, 3)	Compliance Self-Concept/Belief Based Compliance (continued) - Consistency	
Week 6 (Oct. 8, 10)	Compliance Self-Concept/Belief Based Compliance (continued) - Consistency Midterm on October 10 (will cover material up to and including the Consistency Principle in Compliance)	

Fall Reading Week (Oct. 13-17)	No Class	
Week 7 (Oct. 22, 24)	Compliance Information Based Compliance - Authority - Social Proof - Scarcity	Ch. 4, 6, 7, 8
Week 8 (Oct. 29, 31)	Obedience - Overview of the Milgram Procedure - Variations of the Milgram Procedure - Contemporary Obedience Research	None
Week 9 (Nov. 5, 7)	Obedience - Evaluating the Milgram Studies - Zimbardo's Prison Study Homework 2 Due (11:59 PM on November 9)	None
Week 10 (Nov. 12, 14)	Social Influence in Politics - Media and Public Opinion - Political Campaign Tactics	None
Week 11 (Nov. 19, 21)	"Brainwashing": Prisoners of War and Cults - Definitions - Tactics - Assessing Research on "Brainwashing"	None
Week 12 (Nov. 26, 28, Dec. 3)	Psychological Operations (PSYOPS) - Definitions and Objectives - Tactics and Principles - Case Studies of PSYOPS - Assessing Research on PSYOPS No Class (November 28)	None

Final Exam (December 5-20)

Assessments

Exams (Description):

There will be two exams. These exams will be a mixture of multiple choice, short answer, and essay questions. The midterm exam will include material covered in approximately the first half of the term. The final exam will primarily concentrate on material covered in the second half of the term. However, the final exam will include some questions that will require integration of material across the entire term. The emphasis of exam questions will be on material covered in lecture, but some questions will be drawn exclusively from the text or in-class videos. The midterm and final exams will be weighted such that your best exam mark will be 50% of the total course mark and your lowest exam mark will be 38% of the total course mark. It is expected that students will write both exams. If there is a valid medical reason or

other important life circumstance that requires a student to miss the midterm exam, the general policy will be to proportionally prorate the midterm exam to the final exam and the remaining homework. Exams are an essential component of the course and all students are required to complete at least one exam.

Homework (Description):

There will be two homework assignments assigned during this course (each worth 4% of the total course mark). Both assignments will stress application of principles covered in lecture and the text to understanding social influence as it occurs in everyday life. Homework assignments will be posted in onQ at least 9 days prior to their due date. They will be submitted via onQ. If special accommodations permit the submission of a late homework assignment, the maximum possible extension will be limited by the date at which feedback on that homework assignment will be provided to the class (approximately two weeks after the original submission deadline). In other words, no submissions of homework assignments will be permitted after feedback on that assignment has been distributed to the class. It is course policy that answers on homework assignments submitted by students will be **solely their own work** and that students will not discuss the content of homework assignments with other people (or with AI) prior to submission of their work or with a student who has yet to submit the homework assignment. Any questions regarding homework assignments should be directed to the instructor or one of the course teaching assistants. If there is a valid medical reason or other important life circumstance that requires a student to not complete a homework assignment, the general policy will be to proportionally prorate the homework assignment to the remaining homework and/or exams. Homework assignments are an essential component of the course and all students are required to complete at least one homework.

Participation (Description):

Course participation will account for 4% of your total course mark. Participation will be based on the extent to which you respond to questions during the course lectures. It will be tracked by Top Hat. Your participation mark will be the percentage of questions to which you respond multiplied by 2 (with the maximum value capped at 100%). Thus, if you respond to 50% or more of the total questions presented in lecture, you will earn a mark of 100% for participation. If you respond to 40% of questions, you will earn an 80% mark for participation, and so on. Participation is an essential component of the course.

Grading:

- Midterm Exam (50% or 38% of course; learning outcomes 1, 2, and 3)
- Final Exam (50% or 38% of course; learning outcomes 1, 2, and 3)
- Homework 1 (4% of course; learning outcomes 1, 2, and 3)
- Homework 2 (4% of course; learning outcomes 1, 2, and 3)
- Participation (4% of course; learning outcomes 1, 2, and 3)

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 Queens 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

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. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("[The Fundamental Values of Academic Integrity](#)", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("[The Fundamental Values of Academic Integrity](#)", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students

also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

Turnitin Statement

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.

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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 any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

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. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the 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.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

If you need to request academic consideration for this course, you will be required to provide your request to the following name and email address to ensure it reaches our team accordingly:

Course Coordinator Name: Tara Karasewich

Course Coordinator email address: psyaccom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Course Coordinator as soon as possible once Consideration has been verified. Any delay in contact may

limit the Consideration options available.

Please follow up with Tara Karasewich using email (psyaccom@queensu.ca) within 2 days of receiving verification of your Consideration request.

Timing of Final Examinations

Once the exam schedule has been finalized, the 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 on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term. 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. 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](#).

If you are unable to attend an exam and receive approval for a deferred proctored exam, a further deferral of that exam will not be accommodated.

Copyright of Course Material

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.